

Sport Commitment in Wheelchair Basketball: An Interpretive Look into the Lives of
Individuals with Physical Disabilities

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Dedications

I dedicate this thesis to all of my friends and family who, over the years, have always shown the upmost support even in trying times. They always gave me the encouragement to move forward and trudge on. I owe this to all of you, thank you.

Abstract

It is estimated that over 4.4 million people are living in Canada with a reported disability. Due to a number of risk factors associated with potential health concerns and sedentary lifestyles, it is important for people with physical disabilities to lead an active lifestyle. Recreation and leisure pursuits are a great outlet for this to take place. However, in order to gain the long terms benefits of these pursuits one must be committed to an activity. With the use of a collaborative interview method, with the Sport Commitment Model serving as the guiding framework, this study sought to find the underlying factors for continued participation for people with physical disabilities in wheelchair basketball. Through utilizing an interpretive approach it was found that enjoyment, social support, perceived ability and to some extent involvement opportunities, were the main contributors to overall commitment. Criticisms and suggestions for future research are also provided.

Key Words: Sport commitment, physical disabilities, adaptive sport, interpretivism, enjoyment

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Chapter 1

Introduction

According to Statistics Canada, it is estimated that in 2006, 4.4 million people living in households reported having limitations that yielded a disability (Statistics Canada, 2008). This is a 12.4% increase since 2001 due to a number of factors including an aging population and changing reported behaviours (Statistics Canada). This 2006 survey showed that the disability rate in Canada actually increases steadily with age. It shows that of the population that reported having a disability, 3.7% of these people were aged 0-14 years, 11.5% were aged 15-64, and 43.4% were 65 and above (Statistics Canada). As one can see from these statistics, disabilities affect a large number of individuals within Canada. When a traumatic event happens resulting in a permanent disability an individual's basic assumptions about the world and their schematic structures are shattered (Tedeschi & Calhoun, 2004). This can make it very hard for someone who has just experienced a disabling accident to see "the light at the end of the tunnel", and be able to regain the quality of life they previously experienced.

Due to the drastic change in functional status with an acquired physical disability as well as the dependence on others for many activities of daily living and the unstable potential for health, physical disabilities have a significant negative impact on quality of life (Duggan & Dijkers, 2001). However, depending on the relationship or the gap between an individual's expectations and achievements, the cognitive and/or emotional reaction is one of satisfaction (dissatisfaction) or happiness (sadness) (Duggan & Dijkers). One way to garner this quality of life is through engagement with the larger social community and through the pursuit of hobbies, sport, travel and community services (Duggan & Dijkers). It was also found that measures of community integration

had a statistically significant effect on life expectancy and higher quality of life in people with physical disabilities (Krause, DeVivo, & Jackson, 2004). Appropriate and meaningful recreation engagement has a large number of possibilities with regards to fostering a great sense of quality of life for individuals with physical disabilities.

Recreation and leisure activities and pursuits have existed since ancient times (Searle & Brayley, 1999). Leisure was thought of as the ideal lifestyle but in ancient times was possessed by few (Searle & Brayley). However, in today's society there are almost endless possibilities for meaningful leisure engagement, whether they be physical, cognitive, social or spiritual in nature, even for people with physical disabilities. One of these meaningful engagements is wheelchair basketball.

One of the most popular and well known physically active sports for individuals with disabilities is wheelchair basketball (Davis, 2011), which is one of the oldest wheelchair sports and most physically demanding as well (Lemons & Cutter, 2003). Basketball, as an adaptive sport, has all of the same benefits that able-bodied sport encounters. Benefits of recreation participation are very plentiful, encompassing all areas of life, including psychological, social, physical, cognitive, spiritual and environmental areas (Hood & Carruthers, 2007). But in order to sustain these benefits, individuals with disabilities need to continue to be actively engaged in recreational activities and sustain this participation. Stigma associated with physical activity and disability and the stereotypes of physical incompetence associated with people with disabilities are some of the largest deterrents of sport participation among this population (Taub, Blinde & Greer, 1999). However, despite these issues, individuals with physical disabilities still show resolve to participate within sport (Taub et al.). Throughout the literature on disabilities,

there have been numerous positive benefits associated with participation in leisure and sporting activities. However, little is known about the factors that contribute to continued involvement in this participation. The Sport Commitment Model (SCM) has defined this continued participation as sport commitment, which is the desire and resolve to continue sport participation (Scanlan et al., 1993a). The use of the SCM as well as this definition of commitment can be used as an outline in illuminating an individual's commitment to sport.

Sport commitment has been a topic of interest in sport and exercise psychology since the early 1990's. The SCM is composed of five constructs; sport enjoyment, involvement alternatives, personal investments, social constraints and involvement opportunities (Scanlan et al., 1993a). These constructs combine to explain an individual's sport commitment. Scanlan et al. (1993a) define the five constructs as: sport enjoyment- "a positive affective response to the sport experience that reflects generalized feelings such as pleasure, like, and fun" (p. 6), involvement alternatives- "the attractiveness of the most preferred alternative(s) to continued participation in the current endeavor" (p.7), personal investments- "personal resources that are put into the activity which cannot be recovered if participations is discontinued" (p. 7), social constraints- "social expectations or norms which create feelings of obligation to remain in the activity" (p.7), and involvement opportunities- "valued opportunities that are present only through continued involvement" (p. 8). The four constructs of sport enjoyment, personal investments, social constraints, and involvement opportunities work together to positively affect sport commitment, whereas involvement alternatives works to negatively affect sport commitment (Scanlan et al., 1993a). Two additional constructs of perceived ability and

social support have also been contemplated due to their application in recent studies as well as their relevance to the sporting realm. However, despite almost two decades of research on sport commitment there has yet to be a study completed utilizing the SCM with athletes with disabilities.

Purpose of Study

There are a large number of individuals that are living in Canada who have a physical disability. Aside from a congenital disability, when one acquires a physical disability their sense of the world, as well as their outlook on life, can take a severe turn for the worse. However, there are ways in which one can exude resiliency post injury and actually experience an increased quality of life in the midst of tragedy. The negative health outcomes resulting from the sedentary lifestyle of people with physical disabilities can be overcome by engaging in adaptive recreation. The results of this study identified the underlying factors explaining why individuals with physical disabilities are committed to wheelchair basketball. This in turn will hopefully shed light on the increased need and importance of adapted recreational sporting programs.

The purpose of this study is to contribute to the limited body of literature on the SCM, namely the lack of qualitative studies as well as the clear lack of representation of people with disabilities and adaptive sport. Adaptive sport has not yet been addressed within the SCM literature and this, in my mind, is a grave fault due to the number of participants who participate within adaptive sport. During this examination, the constructs of perceived ability and social support were also addressed due to their current uncertain states as possible constructs of the SCM. It was seen if these constructs were viable notions of commitment and it was suggested as to whether or not they should be

included within the SCM, especially when studying adaptive sport. As a result, this study took an interpretive approach that strived to find the meanings that constitute the action of sport commitment for individuals participating in the sport of wheelchair basketball. The specific research question that this interpretive study was designed to address was “what are the underlying factors for continued participation for individuals with physical disabilities participating in wheelchair basketball”?

Assumptions

A large basic assumption that I, the researcher had about this study was that participants would fully engage within the study and answer all questions truthfully and to the best of their ability. In addition, it was assumed that Scanlan et al. (1993a) created a model that accurately and appropriately describes commitment to sport and that this model can be applied to adaptive sport.

Personal Experience

Consistent with the qualitative approach; a researcher should provide a self assessment and reflection in a sociohistorical context (Neuman, 2006). This is provided as a short personal reflection of the author’s life, in order to gauge his background.

As an individual, I have had a strong invested interest in sport my whole life. I have participated in numerous team sports and individual sports such as soccer, rugby, basketball, volleyball, baseball, golf, snowboarding, track and field and many others. However, it is soccer that has consumed most of my recreational time. When I was younger I was a part of the Trenton Sockers, and later the Belleville Comets soccer clubs. These were competitive, travelling soccer teams that were a part of the East Regional Soccer League. While being a part of these teams, I was engaging in practices two times

per week as well as playing one game per week from the age of 10 to 18 years old. I was very dedicated to these teams, playing in every practise and every game and participating in every off season opportunity that I could. My commitment to these teams was unmatched but I never consciously thought about my commitment until engaging with a fourth year honours thesis in my undergraduate degree.

Sport commitment was a topic that was presented to me during my undergraduate thesis and illustrated a model that outlined a framework for possible commitment. Due to my history with sport, I began to not only engage with the literature for the purposes of the thesis but I also found myself relating the model and the literature to my own experiences within soccer. I began questioning and analyzing my own past to see how my experience would fit into the context of the SCM. This has sparked my interest in the subject because I feel that this model is personally relatable to my own experiences and I believe that this may be an area that many others have also experienced. This thesis provided me with the opportunity to foster a new interest in an area that I have not studied before. However, during this thesis I began to realize one large gap in the SCM literature that was a result of my undergraduate degree itself.

My undergraduate degree was in Inclusive and Therapeutic Recreation. This was a degree that was cognizant of the healing opportunities that a healthy leisure lifestyle could afford an individual, more specifically an individual with a disability. While engaging in the SCM literature I began to realize that individuals with disabilities were never discussed. Due to my love of recreation and its benefits, coupled with the concepts that I learned during my undergraduate degree, it struck me as very odd that people with disabilities were never considered. I started to think of the many similarities between non

adaptive sport and adaptive sport and this is how the current topic became a passion for me.

Chapter 2

Literature Review

The following chapter will review the concepts of physical disabilities, adaptive sport and The Sport Commitment Model (SCM) that were presented in the preceding chapter. These concepts will be developed further in order to give the reader a greater understanding of their meanings, background, and implications for individuals. Physical disabilities will be discussed from a statistical standpoint which will address their prevalence as well as risk factors, followed by a section addressing adaptive sport. This will lead into a history of adaptive sport and more specifically wheelchair basketball. The SCM will then be addressed to conclude this chapter. This section will provide the reader with a more detailed outline of the foundations of the model, the constructs of the model, as well as empirical support for the two additional constructs of perceived ability and social support.

Physical Disabilities

Physical disabilities limit the body's functioning in one or more of the body's systems. Due to the interconnection of many of the bodily systems, the body is affected in a number of different ways, as an injury and illness in one system may affect another. Physical disabilities may result in a number of secondary disabilities in addition to the primary disability. Physical disabilities can affect a person's coordination, mobility, balance, agility, strength, endurance, or any combination of these (Carter, Van Andel & Robb, 2003). Physical disabilities can be the cause of birth defects as well as the result of a traumatic event. This in turn causes the individual to experience temporary, chronic, degenerative or terminal consequences (Carter et al., 2003). Physical disabilities are not

restricted to any one type of person. They affect people of all ages, races, class and genders; therefore, there are no boundaries or limits to who may experience a physical disability. There are three general types of physical disabilities, which are musculoskeletal, neurological and neuromuscular impairments. These three types of impairments will now be described and examples of each in the given literature will be provided.

Musculoskeletal impairments are impairments that affect the muscles, joints, tendons, ligaments and nerves of an individual. Some examples of these types of impairments and disorders are muscular dystrophies, arthritis, spina bifida, osteoporosis, amputations and post polio syndrome (Carter et al., 2003). Musculoskeletal impairments are among the most common and disabling of medical disorders (Cunningham & Kelsey, 1984). Back problems are the most common of ailments associated with this type of disability followed by knee ailments (Cunningham & Kelsey). In addition to this, osteoarthritis is by far the most commonly diagnosed musculoskeletal disorder (Cunningham & Kelsey).

There are several key factors that characterize individuals with musculoskeletal impairments. Both musculoskeletal symptoms and abnormalities increase in prevalence with age suggesting that the older an individual is the more likely they are to experience this type of disorder (Cunningham & Kelsey, 1984). In addition, females, individuals of Caucasian decent, lower educational achievement, and lower annual family income are more likely to report symptoms associated with this type of disorder, especially arthritic disorders (Cunningham & Kelsey).

Musculoskeletal disabilities such as muscular dystrophy and arthritis are the most common within this type of disability. It is said that individuals, especially youth, with physical disabilities have low fitness and physical activity levels (Longmuir & Bar-Or, 2000). During their study on factors influencing physical activity levels, Longmuir and Bar-Or found that youth with muscular dystrophy were among the least active individuals as they had the highest incident of sedentary lifestyles. In addition, it was found that these youth also reported themselves at a much higher rate than other youth with disabilities as being less fit than their peers (Longmuir & Bar-Or). This shows that youth with muscular dystrophies also experience a negative concept of themselves and potentially see themselves as inferior to their peers. Similar findings were also presented by McDonald, Widman, Walsh, Walsh and Abresch (2005) who found that boys with muscular dystrophy who are still functional have significantly lower levels of higher intensity physical activities and significantly more inactive time each day than their control group. This shows that there is a large need for opportunities and programs for these individuals to get involved. By increasing these individuals' active time it would combat their sedentary lifestyle and improve their cardiovascular health and in turn positively contribute to their overall well being.

In addition to muscular dystrophy, these low physical activity levels were also found in individuals with arthritis. In a study on physical activity and general health perceptions among individuals with arthritis, it was found that 47% of participants within the study failed to meet the recommendations of healthy physical activity behavior (Eurenius & Stenstrom, 2005). This study found that there was a definite decline with age in regards to physical activity levels, especially with women (Eurenius & Stenstrom).

One study that was done to try and solve this predicament was conducted with internet technology and home based physical activity interventions. It was found that individuals who had this technology as a means of daily promotion of physical activity, reported meeting physical activity recommendations more so than people that do not have this outlet (Van Den Berg et al., 2006).

Neurological impairments result in damage to the nervous system that renders muscular problems of weakness (Haynes, Moran & Pindzola, 2006). As a consequence, the essence of an individual's impairment is movement based, with the location and extent of nervous system damage being the underlying factor (Haynes et al.). Three of the more prevalent resulting disabilities are cerebral palsy, stroke and multiple sclerosis.

Cerebral palsy is a static encephalopathy, meaning there is nondegenerative damage to the brain (Haynes et al., 2006). This damage to the brain can occur prior to birth, during birth or in infancy (Carter et al., 2003). In reality, cerebral palsy is not a standalone impairment but rather a collection of disorders with varying etiologies and presentations and is often associated with other sensory or cognitive disabilities (Damiano, 2006). Physical activity is a necessity for individuals with cerebral palsy as not moving enough or correctly can produce devastating physical and physiological consequences to the muscle, bones and cardiorespiratory system (Damiano). These secondary changes contribute to a vicious cycle whereby a disability leads to deconditioning that in time leads to the disability itself worsening (Damiano). Individuals with cerebral palsy need to regularly stretch their muscles to their limits, need to be pushed adequately and frequently to maintain strength and they need compressive loads on their bones in order for them to stay strong (Damiano). Physical activity is a

great way for all of these necessities to occur and researchers have taken note as exercise protocols have recently been shown to improve current and potentially future functioning (Damiano). McCubbin and Shasby (1985) in their study on resistance training with adolescents with cerebral palsy found that the isokinetically trained adolescents had a significantly greater improvement in strength and speed of movement compared to control groups. This showed that individuals with cerebral palsy were able to make similar strength gains as participants without disabilities in the same age range (McCubbin & Shasby, 1985). Additionally, MacPhail and Kramer (1995) in their study on an eight week resistance training program and adolescents with mild spastic cerebral palsy found that there was a 12-28% increase in strength, but there were no significant changes in walking velocity or energy efficiency during walking. This also shows that the muscle strengthening capacity for individuals with cerebral palsy is relatively normal compared to others.

In addition to muscular strength, cardiorespiratory fitness levels have also been studied with people with cerebral palsy. Lundberg (1978) measured the aerobic power of individuals with cerebral palsy against a control group of individuals without a disability. He found that individuals with cerebral palsy had lower values for heart rate, oxygen uptake, ventilation and blood lactate concentrations compared to the control group (Lundberg). Fernandez, Pitetti and Betzen (1990) found similar results in regards to cardiorespiratory fitness of ambulatory adults with spastic cerebral palsy. They found that females had significantly lower levels of cardiorespiratory fitness compared to males. Male participants were 23-45% lower and female participants were 21-61% lower than the control group of individuals without a disability (Fernandez et al., 1990). These

studies show that recreational pursuits such as sports are highly beneficial to individuals with cerebral palsy due to the effect that these activities have on the body as well as the increase in health status that they provide. Although cardiorespiratory systems do not improve significantly it has been shown that physical activity in general helps to maintain and improve most systems within the body for this population. Another prevalent neurological disability is a stroke.

A stroke results from an interruption of blood flow to the brain (Carter et al., 2003). Hemiplegia and hemiparesis are the main overt physical signs of a stroke. Due to the cross naturedness of the brain, damage in the right side of the brain causes left side impairments and vice versa. Cognitive deficits also result from a stroke. Deficits caused by right side cerebral damage result in depth perception, intuition, and nonverbal perception issues. Deficits caused by left cerebral damage result in speaking, understanding, reading, writing, and judgment issues (Carter et al.).

In terms of physical activity and stroke victims, it is becoming increasingly known that movement helps reduce impairment in the affected side of the body. In a study done with constraint induced movement therapy, which is a therapy that constrains the less affected arm and forces the most affected arm to conduct movement, it was found that movement therapy provided larger improvements than control groups in measures of upper extremity function at post-treatments (Wolf et al., 2006). In addition, a study done by Teixeira-Salmela, Olney, Nadeau and Brouwer (1999) on a 10 week combined muscle strengthening and physical conditioning program resulted in gains in all measures of impairment and disability. This again shows that physical activity increases bodily

function as well as overall well being of individuals with this type of neurological disability.

Lastly, multiple sclerosis is the result of plaques forming in the spinal cord or brain (Carter et al., 2003). The myelin that surrounds and protects the nerves is destroyed and replaced by scar tissue. The resulting plaques interrupt transmissions of impulses to and from the brain causing symptoms that are unique from one person to another (Carter et al.) This is the most commonly diagnosed neurological disease among adults between the ages of 20 and 50 years old.

It has been found that individuals with multiple sclerosis are less physically active than non-diseased populations, however, do seem to be somewhat more active compared to other populations with physical disabilities such as chronic fatigue syndrome and cerebral palsy (Motl, McAuley & Snook, 2005). However, although potentially challenging it is crucial for long term health that this population become more physical active (Motl et al.). To prove this further, Motl et al (2008) found in a three to five year study on the self reported physical activity and symptoms that the majority (35 out of 51) reported worsening symptoms as a result of lower levels of physical activity. Therefore, it is important for these individual to get active and stay active in order to maintain and improve health and recreational activities are just the vehicle for this to occur.

Lastly, neuromuscular disabilities are ones that affect the musculoskeletal and nervous systems (Carter et al, 2003). Examples of these types of disabilities are spinal cord injuries and traumatic brain injuries. Spinal cord injuries (SCI) tend to occur due to one of two factors, either trauma or disease (Blackwell, Krause, Winkler, & Stiens,

2001). There are a number of traumatic events that one can acquire a SCI from including, but not limited to, motor vehicle accidents, falls, acts of violence, and high risk sports. The majority of Canadian injuries are caused by motor vehicle accidents (55%), followed by sports injuries (27%), followed by falls (18%) (British Columbia Paraplegic Association, 2010). In addition, types of diseases that SCI's can occur from are cancer, spinal cord vascular disease and other non traumatic spinal cord diseases (Blackwell et al., 2001). According to Stover and Fine (1986), SCI's can result in varying levels of neurological impairments, either motor and/or sensory loss, depending on the level of injury and the extent of the injury. Depending on the level, location and severity of the injury, an individual may experience more or less mobility and function and sensory stimulation in his/her extremities. According to Blackwell et al. (2001) cervical SCI's usually result in loss of function in the arms and legs; injuries in the thoracic region usually affect the chest and the legs; and injuries to the lumbar and sacral vertebrae generally result in some loss of function in the hips and legs. Essentially the higher the lesion occurs, the less functional ability an individual will encounter.

There are also a number of physiological concerns that are correlated between SCI and a sedentary lifestyle. People with SCI's experience significantly lower aerobic capacity than non disabled people of their same age and gender (Grange, Bougenot, Gros Lambert, Tordi, & Rouillon, 2002). This in turn causes the individual with a SCI to experience developmental signs of cardiovascular diseases such as high blood pressure and elevated blood lipids earlier in life (Bauman, Raza, Spungen, & Machac, 1994). In addition, it has been found that obesity was far more prevalent in wheelchair users than among the general population (about 2.5 times more) and people with other various types

of disabilities (Bauman et al., 1994). This is due to the fact that physical inactivity is compounded with the loss of motor function, sensory and autonomic function in individuals with spinal cord injury (Tweedy & Diaper, 2010). This is a concern because leading an active life with regular participation in exercise and physical activity is a vital lifelong behaviour that has many benefits, such as an increase in immune function, strength and flexibility, and a decrease in depression and anxiety (Kang et al., 2007). Recreation and leisure pursuits are some of the most beneficial ways to adjust to the lifestyle change caused by a disability and to participate in a meaningful and pleasurable life (Lemons & Cutter, 2003). Another prevalent musculoskeletal impairment is traumatic brain injury.

Traumatic brain injury refers to permanent sudden damage caused by a concussion, contusion, or hemorrhage and may result from trauma to the head and/or brain (Carter et al., 2003). Traumatic brain injuries are the leading cause of death under age 35 and are mainly caused by car accidents, heart attacks, aneurysms, drug reactions, falls, assaults and sports accidents (Carter et al.).

Physical fitness has been shown to help the effects of traumatic brain injury and improve the health status of its victims. In a study on the effects of an aquatic fitness program for this population it was found that there was an increase in components of physical fitness for the experimental group, showing that there was a positive impact of the functional capacity as well as ability to perform activities of daily living for individuals with traumatic brain injury (Driver, O'Connor, Lox & Rees, 2004). In addition to aquatics training, weight supported treadmill training has also been shown to improve health status. In a study utilizing treadmill training in patients with traumatic

brain injury, a significant change was found in cardiorespiratory capacity (Mossberg, Orlander & Norcross, 2008). Within this study it was noticed that aside from cardiorespiratory improvements, gait speed increased, energy costs of walking decreased and the use of assistive devices was reduced in the clinical facility and in the community (Mossberg et al.). This shows that with physical activity comes a greater health status that can lead to a greater quality of life. Increased physical activity after a traumatic brain injury is extremely important as it has been found that mortality was higher between one and five years post injury than after five years and was strongly related to reduced mobility (Shavelle, Strauss, Whyte, Day & Yu, 2001). This shows that in order to gain quality of life as well as to enhance recovery from a traumatic brain injury one must participate in physical activity and leisure as leisure has been found to be a component that contributes to quality of life many years after a brain injury (Steadman-Pare, Colantonio, Ratcliff, Chase, & Vernich, 2001).

Based on the reviewed literature, general inactivity is a great concern for people with physical disabilities as it can give rise to not only worsening of their primary disability but can also give rise to secondary disabilities as well. Physical activity and fitness are a key component in not only the rehabilitation of the various types of impairments and disabilities but also in the lives of these individuals. Physical activity has a plethora of benefits that an individual with a physical disability can utilize in order to increase their quality of life and combat a harmful sedentary lifestyle. One way to obtain these benefits is through participation in adaptive sport.

Adaptive Sport

The evolution of adaptive sport has been a long and arduous one that went through many stages of progression to reach what it is today. According to Fitzgerald (2009), the very first grouping of individuals with disabilities to participate in organized sport was people who were deaf. The first sports club for people who were deaf was founded in 1888 (Fitzgerald). By 1924 there were six national sport federations that had emerged who also had sport clubs for people who were deaf and in this same year the first International Silent Games were held (Fitzgerald). The next step with the progression of disability sport was after the world wars. As many troops were coming home injured and disabled, disability sport was being introduced as a rehabilitative means (Fitzgerald). The first hospital to implement this was the Stoke Mandeville Hospital in Salisbury, England. This hospital would initiate the first national games for people who were paralyzed, and after this disability sport spread throughout Europe and ultimately into the United States (Fitzgerald).

Many years later in the 1960's, international sport competitions were expanding to include other groups of people with disabilities that were not eligible for the Deaf or International Stoke Mandeville Games (Fitzgerald, 2009). It was during this time that the first Paralympic Games were held, with 23 countries participating (Steadward, Wheeler, & Watkinson, 2003). In today's society there are various international agreements and acts that are bonded by law to provide inclusion of all people with disabilities and to provide rights with regards to sport (Fitzgerald). There has definitely been a progression with the number of organizations and sports that have been introduced over the years and this trend will only continue to grow.

Wheelchair basketball will be the main focus of the current study due to it being considered the most widely organized and recognized of all the wheelchair sports (Davis, 2011). The sport originated in 1945 in the United States of America as a result of soldiers who were wounded during the war adapting the traditional game to better suit their needs (Tweedy & Diaper, 2010). Following this, several veteran teams were formed under the sponsorship of the Paralyzed Veterans of America and subsequently the Birmingham “Flying Wheels” from California made the first of several cross country tours (Berger, 2009). As a result of these tours and the competition that was had with several other teams, word started to spread quickly among veterans and non veterans alike (Berger). Immediately after these tours, the very first non-veteran team was formed which was the Kansas City “Wheelchair Bulldozers”. From there, the sport progressed rapidly to the collegiate ranks with the first collegiate team being formed at the University of Illinois in 1948, with the following year 1949 seeing the first ever National Wheelchair Basketball Tournament (Berger). It was at this tournament that the players took it upon themselves to join together and create the first governing body of wheelchair basketball called the National Wheelchair Basketball Association (Berger). This was done so that there could be a body to overlook the standardization of rules, eligibility of players and teams, the conducting of tournaments, and to foster the concept of the participant as an athlete in his own right which establishes the validity of the sport as a legitimate avenue of athletic expression for all individuals with disabilities (Berger).

Wheelchair basketball is not far removed from the traditional stand up version. In fact, there are many similarities. It is played on a traditional court, using traditional backboards and rims, players shoot from traditional free-throw lines and 3-point lines,

five players are on the court at a time for a given team, and a traditional sized ball is used (Davis, 2011). Also, a number of rules are similar as well. Traditional fouls such as blocking fouls, charging fouls, and out-of-bounds touches are all considered infractions (Davis). Games are also started with a jump ball and the possession rule follows as in traditional basketball (Davis).

However, there are rules that are specific to wheelchair basketball that make it unique. The first is that in order to avoid a travelling call, a player must either, shoot, pass or dribble the ball at least once within two pushes of the chair (Berger, 2009). Players may not rise out of their seat in an attempt to reach for a ball. This lifting of the buttocks from the seat results in a technical foul shot for the opposing team (Davis, 2011). Also there is no double dribble rule within wheelchair basketball. A player or any part of their wheelchair may not come into contact with the floor at any time during possession of the ball, if this happens a turnover is awarded. However, if a player off of the ball falls, play is continued unless they are in danger themselves or endanger others (Davis). If a player can assist themselves to the upright position they may do so, however, if a player does not have the capability to do so the game is stopped so that a coach or teammates can assist the player up (Davis). Aside for these rules, the single most unique factor of wheelchair basketball is the classification system.

Prior to being assessed a score from the classification system a player must be deemed eligible to play wheelchair basketball first. There are two main stipulations to be deemed eligible, these are: 1. “be unable to run, pivot, or jump at a speed and with the control, safety, stability, and endurance of a nondisabled player” and, 2. “have a permanent physical disability in the lower limb that can be objectively verified by

acknowledged medical or paramedical investigations such as measurement, X-ray, CT, MRI and so on” (Tweedy & Diaper, 2010, p. 17). Following eligibility, one can be assessed with the classification system.

As one can imagine, wheelchair basketball has attracted a wide variety of players with varying types and forms of physical disabilities. With this came a variety of functional abilities of participants which in some cases were not fair. For example, a player with a lower limb amputation has the full use of his trunk and upper body where as other individuals may not. Therefore, in the interest of competitive fairness the National Wheelchair Basketball Association created the player classification system in the 1960’s which was based on a medical-based scheme (Berger, 2009). This system has gone through multiple changes over time to be the system that it is today. The main factor that the classification system is based off of is the player’s volume of action. This is a player’s range of motion, strength and coordination in the hands arms trunk and legs. Players are observed by officials and in training in their sport chairs and in all of their strapping’s that they would use in a game setting and then are assessed and put into one of nine classes, giving them a “score”. The following are a summary of the classes from Tweedy and Diaper (2010, p. 17):

1-point player: “Little or no trunk movement in any plane. Balance in both forward and sideways directions is significantly impaired, and players rely on their arms to return them to the upright position when unbalanced. No active trunk rotation”.

2-point player: “Some partially controlled trunk movement in the forward direction, but no controlled sideways movement. Has upper trunk rotation but poor lower trunk rotation”.

3-point player: “Good trunk movement in the forward direction, to the floor and up again without arm support. Has upper trunk rotation but no controlled sideways movement”.

4-point player: “Normal trunk movement but has difficulty with controlled sideways movement to one side, usually due to limitations in one lower limb”.

4.5-point player: “Normal trunk movement in all directions and able to reach the side with no limitation”.

When a player exhibits characteristics from more than one class, this player is then assigned a half point, for example, creating the classes of 1.5, 2.5 etc. This creates a range of classes from .5-4.5. This is essential not only for competitive fairness purposes but also for strategic purposes. Among the five players on the floor for a given team, the combined scores must not exceed 14 points. This rule ensures that teams maintain a balance of players with high and low functional ability and capacity (Tweedy & Diaper, 2010).

With this growing trend towards a vast array of disabled sport organizations and leagues, there will come with it a large number of new athletes. These athletes will not only participate within the sport, but will hopefully continue to participate in the sport for a number of years. Athletes who continue to partake and continue to commit to this sport will be able to receive the numerous benefits of leisure and physical activity that were

discussed earlier. However, this resolve to continue participation within sport is an interesting concept, especially for individuals with physical disabilities. This concept is more complex for these individuals as they face a number of challenges and barriers that able bodied individuals do not face, such as physical barriers due to specific disabilities, social stigma associated with physical activity and disability, as well as the negative stereotypes surrounding the notion of physical incompetence associated with people with physical disabilities and sport (Taub et al., 1999). Therefore, it is particularly important to find out what draws people with physical disabilities back to a given sport and what makes them committed to coming to practices and games and engaging with the sporting process as a whole. The Sport Commitment Model provides a framework for studying why people commit to certain activities and programs.

The Sport Commitment Model

The Sport Commitment Model is a fairly recent model dating back to only 1993 (Scanlan, Schmidt, Simons & Keeler, 1993a). However, the knowledge from its foundation has been around for quite some time dating back to Rusbult's (1980) formulation of the investment model, which is the empirical basis for the sport commitment model (Scanlan et al., 1993a). Commitment has been defined in several ways such as the definition put forth by Scanlan, Simons, Carpenter, Schmidt and Keller (1993b), which states that "commitment is a function of one's satisfaction with a relationship, one's level of investment in the relationship and the best available alternatives to the relationship" (p.17). Accordingly, Rusbult (1980) also reports a similar definition, which states that "commitment to a relationship is said to be a function not only of the relationship outcome value but also the quality of the best available

alternatives and the magnitude of the individual's investment in the relationship" (p. 172). These definitions offer some insight as to why people commit to various aspects of life such as relationships, jobs and recreational activities. These definitions offer commonalities in the process of solving the question of why people commit. The commonalities between the definitions are that they are based on outcomes, rewards and investment of resources. These factors mingle together in order to create a perfect mosaic of commitment.

Outcomes are the rewards, costs and everything beneficial that an individual gets from experiencing an activity (Schmidt & Stein, 1991). For example, Carmack and Martens (1979), found that the outcomes for recreational runners were that you feel better, your cardiovascular endurance increases, it provides a challenge, relieves tension, and generally increases energy. However, outcome factors are more in depth than what one may think. According to Smith (1986) and Schmidt and Stein (1991) outcomes can be evaluated using two variables in order to determine their satisfaction with an activity. These variables are comparison level and comparison level of alternatives. The first variable, comparison level, is the standard against which the attractiveness of a relationship is evaluated and is determined by the quality of past experiences with relationships and comparison to associations of similar ones (Rusbult, 1980). Smith, states that this is essentially the neutral point for a person on a scale of good and bad outcomes. Comparison levels are also the expectations that an individual has about an activity, which necessarily do not need to be experienced, they can be observed (Schmidt & Stein). Outcomes are seen as pleasant and satisfying if they are above the level of comparison and are seen as unpleasant and unsatisfying if they are below the level of

comparison (Smith). This is why people tend to either participate in a given activity or find other more attractive alternatives. The second variable of outcomes is the comparison level of alternatives. Comparison level of alternatives are the lowest outcome levels a person will accept in the light of outcomes thought to be available in other activities (Smith). This is essentially why people move between activities. It is not because they are losing interest in a particular activity; it is because they are finding better outcomes in another activity. Outcomes are such a large part of what people look for in an activity that they are also synonymous with rewards.

Outcomes are the factors that one experiences from an activity, whereas rewards are what creates aspirations of outcomes. The greater the rewards relative to the costs, the higher an outcome an individual will receive from an activity (Schmidt & Stein, 1991). Rewards can come in various forms. They can be of tangible consequences such as money and trophies, but also can be of psychological value as well, such as achievement of desired goals, and feelings of competence and mastery (Schmidt & Stein). Rewards motivate people to participate in activities, especially youth. In a study done on youth sports, Wankel and Kreisel (1985) found that younger children placed a high emphasis and importance on gaining rewards, whereas older children did not. Rewards also play a key factor in other areas of life as well. In a study on job satisfaction and job commitment, rewards were found to have a positive effect. Rusbult and Ferrell (1983) found that greater rewards and lower job costs induced greater employee satisfaction and greater job commitment is encouraged by higher rewards, coupled with lower costs, greater investment of resources and poor alternatives. The last recurring theme within commitment is investment of resources.

As one can see from the given definitions, investment of resources into a relationship is a key factor of commitment. Investment refers to the personal resources that are put into the activity or relationship which cannot be recovered if the participation within that relationship or activity is discontinued (Scanlan et. al., 1993a). However, according to Rusbult (1983), there are two forms of investments that one can put into a relationship or activity, intrinsic investments and extrinsic investments. Intrinsic investments are those investments that are put directly into the relationship or activity such as money, time or emotions (Rusbult). Extrinsic investments occur when initial extraneous resources become involved in and connect to the relationship, such as mutual friends, shared memories, and material possessions (Rusbult). Schmidt and Stein (1991) have also contributed to the literature and knowledge about these two types of investments. If we understand these investments and couple them with rewards and alternatives, Schmidt and Stein feel that we can identify factors that distinguish between continued participation, dropout and burnout. As well as relationships of all kinds, whether it be romantic or friendship, these types of investment have also been found to have an effect on sport commitment. Carpenter, Scanlan, Simons and Lobel (1993) found that the more an athlete has invested within a sport, the more they will dislike missing participating in it, and thus, they will experience greater resolve to continue participating. It has also been found that having a great amount of resources invested in an activity can actually trap you within that activity. With an increase of investments and the passage of time, research shows that people do seem to become reluctant to abandon a course of action, whether it is a relationship or activity (Rusbult & Ferrell, 1983). All of these

concepts underlie the notion of commitment and can be applied to various forms of life such as romantic relationships, friendships, careers and in the case of this study, sport.

The Sport Commitment Model Constructs

In much the same way that Rusbult (1980) modified previous research and models to create the investment model, Scanlan et al. (1993a) modified the investment model in order to explore the topical area of commitment in sport. The Sport Commitment Model is a model that examines the motivation underlying persistence in organized sport (Scanlan et al., 1993a). This persistence is what leads to commitment. The Sport Commitment Model is grounded in theoretical and empirical research in sociology (Carpenter & Coleman, 1998) but is most predominantly held in psychological theory and research (Scanlan et al., 1993a). The constructs of the Sport Commitment Model are both the adherence of the investment model as well as the production of ideas from Scanlan and colleagues. The three constructs of satisfaction, alternatives and investments were kept and incorporated into the Sport Commitment Model. However, satisfaction was transformed into the sport commitment construct of sport enjoyment (Carpenter & Coleman, 1998). Aside from these three constructs, two more were also created in order to understand sport commitment; social constraints and involvement opportunities. Therefore, the SCM consists of five components: sport enjoyment, involvement alternatives, personal investments, social constraints, and involvement opportunities (Figure 1) (Scanlan et al., 1993a).

Each component has a direct influence on the sport commitment model (Scanlan et al., 1993a). The more an athlete enjoys the sport the more committed they will be,

however if an athlete feels they are missing out on other opportunities the less committed they may become. The model can be used in three different ways to evaluate sport participation in general, commitment to a certain sport or commitment to a sport program in particular (Scanlan et al, 1993a). However, Raedeke (1997) also found that the sport commitment model can contribute to conducting research on athlete burn out.

Scanlan et al. (1993a) define sport enjoyment as “a positive affective response to the sport experience that reflects generalized feelings such as pleasure, like, and fun” (p. 6). Numerous studies have found that the enjoyment construct greatly contributes to the notion of commitment (Scanlan, Stein & Ravizza, 1989; Carpenter, Scanlan, Simons & Lobel, 1993; Weiss & Weiss, 2007; Jeon & Ridinger, 2009; Choosakul, Vongjaturapat, Li & Harmer, 2009).

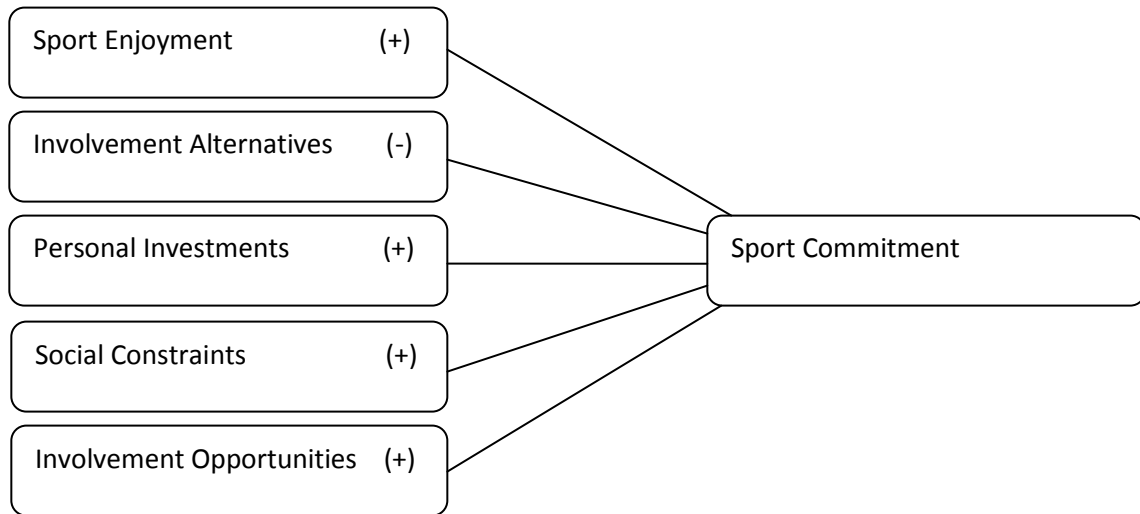
Also, in terms of elite versus recreational athletes, Casper and Andrew (2008) found that recreational adults participating in tennis reported higher levels of enjoyment compared to their collegiate counterparts. A similar finding was found by Alexandris, Zahariadis Tsorbatzoudis, and Grouios (2002) and Zahariadis, Tsorbatzoudis and Alexandris (2006) who stated that enjoyment was a powerful predictor of commitment.

Scanlan et al. (1993a) defines involvement alternatives as “the attractiveness of the most preferred alternative(s) to continued participation in the current endeavor (e.g. engaging in another activity such as a band, instead of participating in sport)” (p.7).

Involvement alternatives has five themes: availability of alternatives, availability of similar intensity alternatives, preferred demands or obligations consists of three categories: a desire to open new doors and move along your continuum of life, the desire

to have a balance in your personal relationships, and having a group of people who support you in the decisions you make (Roy, 2004). This is the only construct that can reduce commitment as its rating increases (Scanlan et al., 1993).

Figure 1. The Sport Commitment Model



Due to this reason involvement alternatives have been found to be non significant in previous findings (Carpenter & Coleman, 1998). Also, the notion of involvement alternatives has been of significance in studies dealing with burnout. Raedeke (1997) found that malcontent swimmers, those who emphasized the highest burnout levels, reported that other activities were much more attractive than swimming. These findings were also evident in Weiss and Weiss' (2003) study of attraction and entrapment based commitment among competitive female gymnasts. It was found that athletes in the entrapped group considered other sports much more attractive than gymnastics (Weiss & Weiss).

Scanlan et al. (1993a) defines personal investments as “personal resources that are put into the activity which cannot be recovered if participation is discontinued” (p. 7). Money, time and effort are examples of resources that athletes may invest in their sport (Carpenter et al., 1993). In an exploration of commitment to exercise behaviour Wilson et al. (2004) found that personal investments were the strongest predictor of exercise commitment along with satisfaction. This was also true for Weiss and Weiss (2007) who found that personal investments were positively related to sport commitment for early/middle adolescent gymnasts. Also, with regards to exercise and fitness participation Alexandris et al. (2002) as well as Zahariadis et al. (2006) found personal investments to be a main predictor of commitment. However, according to Scanlan et al. (1993) the demands of the specific type of program will determine the types of investments that one must put into an activity. For example, Casper (2007) found that personal investments were a determinant to commitment with tennis players due to the fact of the time spent within the activity as well as money spent over the years as one ages.

Scanlan et al. (1993a) defines social constraints as “social expectations or norms which create feelings of obligation to remain in the activity” (p.7). Essentially this is stating that the greater the pressure one feels from others to stay in the given activity the more likely he or she will be to commit. Casper and Andrew (2008), in a study of collegiate level tennis players, found that elite level athletes reported higher levels of social constraints than recreational athletes.

Lastly, Scanlan et al. (1993) define involvement opportunities as “valued opportunities that are present only through continued involvement” (p. 8). Examples of involvement opportunities would be excelling in the sport, the opportunity to build

relationships with teammates and belief in the program that participation will help you remain healthy (Scanlan et al., 1993). Alexandris et al. (2002), in their study of exercise and fitness participation found involvement opportunities to be the most prominent predictor of sport participation in the sport commitment model. In addition, Carpenter and Coleman (1998) found that changes over time in involvement opportunities was an important determinant in commitment and found a moderate positive correlation between involvement opportunities and commitment.

The aspect of perceived ability is scarce within the sport commitment literature. Perceived ability is defined as the perception of one's own ability comparative to others (Pensgaard & Roberts, 2000). A number of aspects can relate of an athletes' perceived ability. Such aspects are present physical condition, injuries, and outcomes of previous encounters with competitors (Pensgaard & Roberts). Studies such as Carpenter and Coleman (1998) have incorporated perceived ability due to the population of athletes being chosen by elite teams based on their performance. Also, perceived ability has been shown to actively contribute to the aspect of sport enjoyment (Choosakul et al., 2009). In terms of the current research, perceived ability will be under study due to the social stigma that is associated with people with disabilities and their perceived lack of skill and physical incompetence in physical activity (Taub, Blinde & Greer, 1999). If athletes sense of confidence and skill is high they will experience a decreased sense of stigma and stereotypes and become committed but if their sense of confidence and skill are low they may see these stigmas and stereotypes as barriers to participation and may not become committed. For the current study perceived ability will also be incorporated as an additional construct in the SCM.

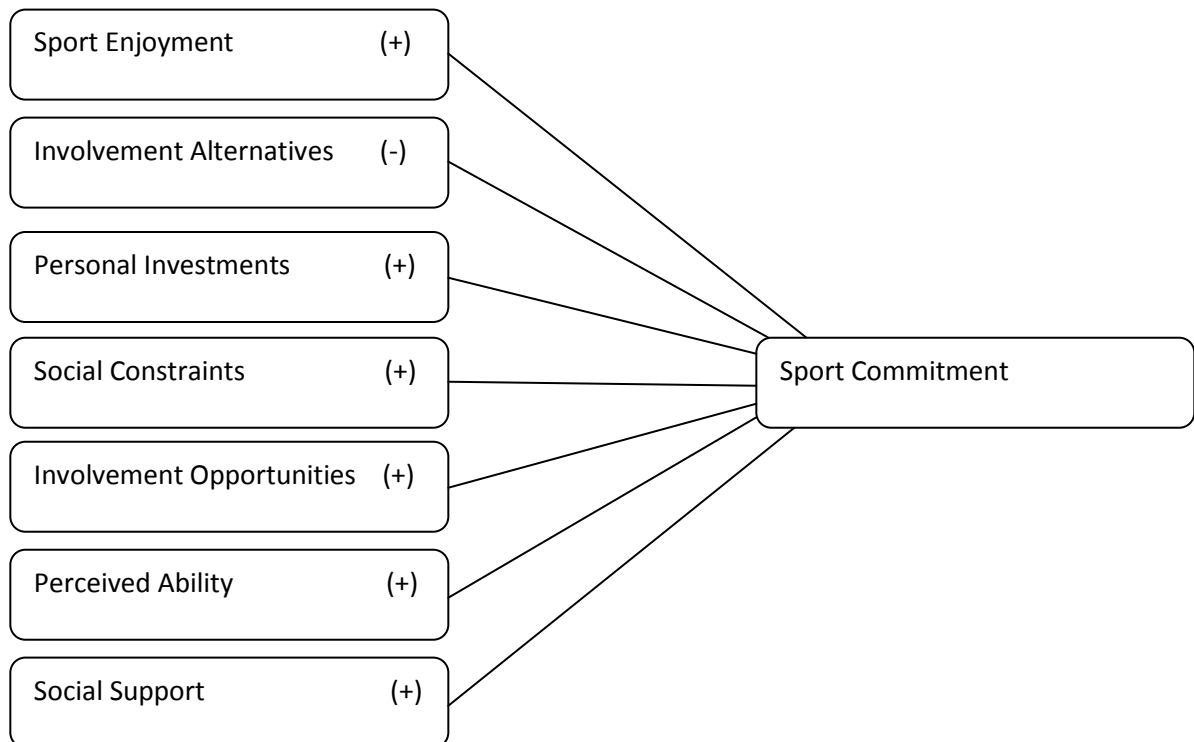
Various studies have used the term “skill level” in order to talk about how ones perceived skill and actual skill play into commitment (Casper, 2007; Casper & Andrew, 2008; Jeon & Ridinger, 2009). Casper (2007) found that developing further skill relates to behavioural and personal commitment. This perceived skill level relates to a sport identity which actively correlates with overall commitment (Casper, 2007). In addition, Casper and Andrew (2008) found that with regards to skill level, individuals with higher skill levels reported higher sport commitment. Lastly, Jeon and Ridinger (2009) yielded similar findings. It was found that windsurfers who were more highly skilled had greater commitment. This was due to the fact that they were able to engage in more advanced conditions than people of lower skill level who were not able to. Therefore, skill level, whether it is perceived skill level or actual skill level, positively relates to commitment. These areas of research can also be applied to adaptive sport. When thinking in terms of wheelchair basketball, these individuals may self identify as athletes, which will play into Casper’s concept of a correlation between sport identity and commitment. In addition, players with a higher perceived skill level may be more inclined to participate in wheelchair basketball due to the number of physical and social benefits that they foster from participation. Lastly, perceived ability may be relevant as well due to the limited number of physical activities offered in league form for people with physical disabilities. If one is good at a given sport and there are not many alternatives, one might be more inclined to stay committed.

In addition to perceived ability, social support is another construct that has been given credit over the years as a potential new construct to the model. Social support can be described as approval support from close friends, peer groups, parents, and teachers

(Weiss & Weiss, 2003). However, these titles can be modified to suit a particular study. For example, peers can be changed to teammates and teachers to coaches etc. (Weiss & Weiss). Types of social support include: companionship, instrumental aid, intimacy, affection, admiration, and reliable alliance (Weiss & Weiss, 2007). In their report on the commitment of elite youth cricketers, Carpenter and Coleman (1998) found that player's commitment rose over time if their social support scores increased. Also, in Carpenter's (2001) study on the importance of a church youth club's provision to continued church involvement, he found that social support was a predictor of commitment, especially in males, for continued involvement within church activities. This potential construct has also received credit internationally. Choosakul et al. (2009) found that in a sample of Thai youth, the notion of social support was significantly related to sport enjoyment during structural modeling, which in turn was strongly associated with the global construct of sport commitment. Lastly, there have been a number of studies implemented with competitive female gymnasts that looked at social support as a main predictor of continued commitment (Weiss & Weiss, 2003; Weiss & Weiss, 2006; Weiss & Weiss, 2007). Weiss and Weiss (2003; 2006) found that gymnasts who were clustered in the "attracted-committed" groups expressed they had a high sense of positive regards from parents and coaches, which was in direct contrast to gymnasts clustered in the "entrapped" group who reported lower positive social regard from parents and coaches. In addition Weiss and Weiss (2007) found that types of social support that predicted commitment changed over time. It was found that lower level gymnasts (age 10-13 years) reported companionship and esteem support as the main predictors; where as older athletes (age 14-18) reported loyalty, intimacy and things in common as predictors.

Consequently, it has been stated by Carpenter (1995) on a study of modifications and extensions of the model that since social support has been supported by findings it should be considered as an extension of the model. Figure 2 presents the SCM with the addition of perceived ability and social support.

Figure 2. The SCM with the addition of Perceived Ability and Social Support.



In the current chapter the concepts of physical disabilities, leisure, adaptive sport (more specifically wheelchair basketball), and the Sport Commitment Model were presented. This was done to further provide the reader with necessary background information for this study. It was noted that individuals can experience a wide variety of either congenital or acquired physical disabilities. Despite having these physical disabilities, one can still fully engage in a vast leisure lifestyle, with a plethora of activities, the most common of which is usually wheelchair basketball. With

participation, not only will individuals foster all of the benefits associated with recreational engagement but also may become committed to wheelchair basketball. However, what are the actual factors for their commitment? The Sport Commitment Model is one that works to describe the elements that positively contribute to an individuals' sense of commitment. The following chapter describes the research methods employed in this study in order to develop a better understanding of the underlying factors for continued participation for individuals with physical disabilities participating in wheelchair basketball.

Chapter 3

Methodology

This chapter will present the underlying theoretical perspective that this study took. There will be discussion of all aspects pertaining to this methodology as well as the study itself in order to give the reader a full understanding of the underpinnings of this study. This is started by a discussion involving aspects of qualitative research, as this is the overarching method that the current study employed. In addition, there will be a discussion pertaining to the interpretivist theoretical perspectives which is the dominate perspective that this study will take. The interpretivist method will be used as it strives to explain the meanings given to specific experiences by participants. By gaining insights into these meanings, it will give a better understanding of sport commitment, as real life experiences will be shared and analyzed. The sampling method and participants are described as is the Scanlan Collaborative interview method (Scanlan et al., 2003a). Interpretivist data analysis will then be broken down and discussed in terms of the five areas of analysis that occurred. Concluding this chapter will be a brief discussion on ethical considerations for this study.

There are only a few studies dealing with the Sport Commitment Model (SCM) that incorporate a qualitative research approach (Scanlan, Russell, Wilson & Scanlan, 2003a; Scanlan, Russell, Beals & Scanlan, 2003b; Scanlan, Russell, Magyar & Scanlan, 2009). As there is a current lack of SCM studies utilizing qualitative approaches, the current study follows in the steps of previous authors who have employed qualitative methods in studying the SCM.

Qualitative research involves “looking at characteristics or qualities that cannot easily be reduced to numerical values. A qualitative researcher typically aims to examine the many nuances and complexities of a particular phenomenon” (Leedy & Ormrod, 2010, p 94). Scanlan et al. (2003a) suggests that by taking a qualitative approach one can gain a deeper understanding of the commitment process where quantitative methodologies lack. Scanalan et al. (2003a) state that many times themselves, and their colleagues, have been left wondering what their quantitative results mean and are left to wonder what the actual underpinnings of commitment convey and by using qualitative methods one can gain these underlying meanings. This can be attributed to qualitative studies having a quality of “undeniability” (Miles & Huberman, 1994). When words are organized into stories by participants they have a concrete and often more vivid and meaningful conceptualization that frequently proves to be more convincing to a reader than pages of summarized numbers (Miles & Huberman). Within qualitative work there are a number of frameworks that one can utilize in order to study a particular interest. Within the current study the framework of Interpretivism is used to address the commitment to adaptive sport for people with physical disabilities.

Theoretical Perspective

This study used an interpretivist perspective as the dominate theoretical perspective as it is noted that interpretive studies usually draw upon concepts, models or theories as the framework of their study (Merriam, 2002). Interpretive social research is rooted in an empathetic understanding of the everyday lived experiences of people (Neuman, 2006). Interpretivism as a world view is one that holds that social life is based on social interaction and socially constructed meanings which in turn creates an internally

experienced sense of reality (Neuman). It is this subjective sense of reality that researchers must unfold in order to grasp human social life (Neuman). Essentially, these subjective meanings are formed through interaction with others and through historical and cultural norms that operate in individuals' lives (Creswell, 2007). The researcher's intent then, "is to make sense (or interpret) the meanings others have about the world" (Creswell, p.21) and understand how participants make sense of their lives and their experiences (Merriam). This generally characterizes almost all qualitative research; however, other types of qualitative research have additional purposes that make them unique in and of themselves (Merriam). As one can see the thought of "meaning" is a large part of interpretivist research. "Meaning is not discovered but constructed. Meaning does not inhere in the object, merely waiting for someone to come upon it. Meanings are constructed by human beings as they engage with the world they are interpreting" (Crotty, 1998, as cited in Merriam, 2002).

When engaging in interpretivist work, the primary goal is to develop an understanding of social life and discover how people construct meaning in natural settings (Neuman, 2006). In addition one seeks to discover and understand a phenomenon, a process, the perspectives, and worldviews of the people involved or a combination of these (Merriam, 2002). Consequently, a large focus of interpretive research is meaningful social action and interaction. Meaningful social actions are "social actions in social settings to which people subjectively attach significance" (Neuman, p. 88), and this, to social scientists is the most important aspect of social reality. This suggests that social life exists as people experience it and give it meaning (Neuman). Therefore, the meaning of an experience is constructed and the context of the larger

societal meanings are formed due to interactions with other people as well as intersections with society (Merriam). In addition to social interactions lending meaning to an individual, the self is also an entity that is a social construction. “Since the self in interaction with others is an ongoing process, people can change and grow as they learn more about themselves through this interactive process” (Merriam, 2002, p. 37) Using an interpretive research perspective supposes that a researcher will employ a transcendent perspective (Neuman).

A transcendent perspective is one that utilizes a collaborative effort between the researcher and the participants to create mutual understandings and affect conditions (Neuman, 2006). Interpretivist interviews are a collaborated act on the part of both parties, the researcher and the participant, and are not just a gathering of information by the participant (Miles & Huberman, 1994). The interview method chosen for the current study is the Scanlan Collaborative Interview Method and is consistent with the premise of the transcendent perspective. The Scanlan Collaborative Interview Method uses collaboration between the researcher and participant in order to gain an overall picture of an athlete’s sport commitment. This interview method will be discussed further in a later section. In the transcendent perspective one must look past the surface and observable level and delve deeper into the inner and subjective level of human experience (Neuman).

Participants

At first this study was looking to obtain individuals with spinal cord injuries, however, once sampling began it was found that this population was not large enough to study or was non-existent with some teams. During initial contact with a local Niagara

team, it was found that none of their players had spinal cord injuries. As a result, I broadened my search to wheelchair basketball teams across Ontario. This also proved to be a difficult task as many teams did not respond to initial contact or stated that they too did not have individuals with spinal cord injuries. Due to these revelations the researcher again broadened the study, but this time towards the population that was being sought after. The study was opened up to include individuals with any physical disability in wheelchair basketball. This resulted in participants finally being gained.

In order to gain access to these participants, I connected with a gatekeeper who provided a smooth entrance into the site as well as access to the teams. This connection was done in the form of an e-mail to the manager of the team by the researcher. Once access had been gained to the site as well as the team itself, I then spoke to participants.

In order to properly and efficiently obtain participants I utilized criterion sampling. This type of sampling was utilized by having a predetermined criterion of importance in order to yield information rich cases (Patton, 2002). Criterion based sampling is the most significant form of sampling due to the fact that the researcher is in control of the participants that partake in the study. By specifying who I wanted in the study, I was able to receive participants that would produce rich data as the point of criterion sampling is to fully understand cases that will likely be information rich in order to advance knowledge (Patton). Specific criteria that was employed within this sampling technique for the selection of the participants was: must have a physical disability, must have played for their respective team for a minimum of one year, is currently playing for their respective team, and must be 18 years of age or older.

Table 1. Participant Information

Board #	Age	Gender	Disability	Point Level	Years Played	Team
1	32	Male	Cerebral Palsy	.5	6	Niagara Penguins
2	30	Female	Spina Bifida	1	6	Niagara Penguins
3	28	Female	Cerebral Palsy	1	5	Niagara Penguins
4	29	Female	Dystonia	*	4	Niagara Penguins
5	30	Male	Spinal Cord Injury	1	14	Variety Village Rolling Rebels/ Canadian National Team
6	40	Male	Multiple Sclerosis	1	4	Variety Village Rolling Rebels
7	42	Male	Polio	2.5	3	Variety Village Rolling Rebels
8	27	Male	Spinal Cord Injury	1.5	5	“Twin City Spinners”/ Canadian National Team

*-Point level was not indicated by participant

This form of sampling yielded six participants. However, as interest in the study started to waiver, I resorted to snowball sampling. Snowball sampling is retrieving cases of interest from participants who are already involved in the study (Patton, 2002).

Essentially, utilizing participants in order to obtain other “good examples” or people that can be used in the study. This form of sampling yielded two participants.

Eight participants, five male and three female, from three different teams, were obtained in total for this study, who range in age from 27-42 years of age. Table 1 shows the information pertaining to the participants.

Interview Method

Once participants consented to the study, I conducted face to face interviews with these individuals. However, in keeping with the SCM literature, I employed the Scanlan Collaborative Interview Method (SCIM) (Scanlan et al., 2003a). The SCIM allows for a collaborative effort of both the player and the researcher, who in partnership capture the player’s personal picture of commitment on a collaborative interview board, which is in turn related to the current and potential new sources of commitment predicted by the theory (Scanlan et al., 2003a).

The primary focus of interpretivist work is to gain a deeper understanding of the meaning that individuals attribute to their lives. To wheelchair athletes, in order to gain the positive benefits that are associated with sport, they must commit to sport and make this sport a part of their lives (Shearer & Bressan, 2010). Due to the fact that interpretivism is a framework guided by the thought of understanding meaning and an internally expressed sense of reality, the SCIM was an appropriate tool in order to study the concept of sport commitment. The SCIM is a method designed to extract detailed rich data, great insight and personal meaning (Scanlan et al., 2003a), which parallels interpretivism’s path of focusing on how individuals make sense of their experiences and

the transformation of these experiences into meaning and reality. Interpretivist interviews requires a researcher to carefully and thoroughly capture and describe a given phenomenon by asking participants how they perceive it, describe it, feel about it, judge it, remember it, make sense of it and talk about it with others (Patton, 2002). The use of collaboration allowed for the creation of an atmosphere for this careful and thorough capturing and description to take place. This was achieved by allowing the player, in partnership with the researcher, to capture his or her own commitment picture by employing both player derived sources as well as construct derived sources of commitment (Scanlan, et al., 2002).

I followed the procedures outlined by Scanlan et al. (2003) when implementing the SCIM. The following is a description of how I took this outline and applied it. Overall this interview has three sections that work together to come to an overarching representation of an individuals' commitment. Starting first with a definition of commitment, the participant and I came to an agreement on suitable terms for the definition. Then in order to extract elements of commitment for individuals, the interview elicits this construct's sources from two distinct perspectives, player derived sources and construct derived sources, and reconciles the two, yielding the player's picture of commitment.

Once a definition of commitment has been given and the participant and I agreed upon that definition, the player was asked to identify personal sources of commitment; which were labeled "player derived sources", and then discuss the relationship between each of these attributes and commitment. Once the player had described their personal sources of commitment, they were asked to state whether this source increased or

decreased their commitment or does both increase and decrease their commitment. Once this was done the definition of the commitment sources outlined by the Sport Commitment Model were offered to the participant for consideration. These were labeled “construct derived sources”, and then the player determines whether or not s/he is experiencing the aforementioned construct. The participant was encouraged to engage in a conversation about each construct. This led to a common understanding of the construct and its relationship, if any, to commitment. There are three differences between the steps to yield player derived sources and construct derived sources. These are: the direction of the relationship responses now includes the chance to say that the construct has no effect, thereby eliminating the construct from the participant’s commitment picture. Second, if the card remains, the player decides how strong this particular feeling of commitment actually is and if it is warranted staying in their commitment picture. Lastly, if the construct stays on the board as part of the commitment picture, the player determines whether it represents a different name for all or part of a player derived source already on the board. Following this, the participant then decided if there were connections between their own player derived sources of commitment and the model’s construct derived sources of commitment. The participant was asked to go through the player derived sources of commitment one by one and illustrate any connection they felt that specific source of commitment had with any construct derived source of commitment. It was during this time that all connections were colour coded on the commitment boards and the top three commitment increasing aspects were presented. This process allowed me to obtain data that led to an in depth understanding of the player’s thoughts and feelings.

As was mentioned, during this process a collaborative interview board was placed in front of the player and interviewer and it is upon this board that the identification and organization of commitment sources were written down in order to provide a visual display of the player's commitment picture. An example of the collaborative interview board is shown in Figure 3 and an interview script has been included as Appendix A.

From the conversation above dealing with interpretivism, one can see that socially constructed meanings and worldviews are the two largest components that the research dove into during the course of an interview. The interviews that occurred were used as a means for exploring and gathering personal experiences as data, which materialized as resources for developing a richer and deeper understanding of sport commitment. In addition, the interviews were used as a vehicle to develop a conversational relationship about the meaning of player's experiences as they relate to sport commitment. A large portion of the interpretivist interview is dedicated to unravelling experiences and meaning behind a given phenomenon. By utilizing the SCIM I dove into the personal experiences and meanings of sport commitment for the participants. This method was designed to foster a collaborative discussion between the researcher and participant and in turn developed the conversational relationship that is desired in the SCIM. In doing so, the participant revealed their internal reality and worldviews which was woven with meaning and feelings that were consistent with the interpretivist method.

Figure 3. Example of Collaborative Interview Board



Data Analysis

Data analysis was conducted deductively as well as inductively. Deductive analysis, however, took precedent due to the SCM itself. Deductive analysis is utilized when the data will be analyzed according to a pre-existing framework (Patton, 2002). Due to the nature of this study and its use of the Sport Commitment Model, there is a pre-existing framework of analysis because of the various constructs that make up the model itself. The constructs essentially guided the analysis since they are pre-determined aspects of the model and were examined to determine if these constructs have merit within this

study. The deductive method was the main framework as the SCM is a well supported model that has yet to be utilized within adaptive sport. Therefore, there was a need to gain insight into the model's constructs and their relation to commitment within adaptive sport. Aside from deductive analysis being utilized with the Sport Commitment Model as a whole, the constructs themselves served as overarching concepts that were further analyzed. It was within these construct analyses that inductive analysis emerged while engaging in the five steps of interpretive data analysis that will be described shortly. Inductive analysis is characterized by beginning with concrete empirical evidence and works towards a more abstract concept or theoretical relationship (Neuman, 2006). This took place during the data analysis process with the use of within-case and cross-case analysis.

When a researcher is looking to describe variations in participant experiences as its primary focus, it is appropriate to begin by writing a case study, or within case analysis, for each person (Patton, 2002). Since the current study is utilizing an interview guide as its base, it was noted that engaging in within case analysis for each individual case is the approach that provides the best insight before a researcher can employ cross case analysis (Patton). It is only after a researcher delves into specific cases and discovers meaningful findings that cross case analysis can be done (Patton).

The specific aim of cross case analysis is to increase generalizability, which in turn reassures oneself that events and process in one setting are not wholly idiosyncratic (Miles & Huberman, 1994). In addition, the aim is to see processes and themes across multiple cases which develop more sophisticated and more powerful explanations of the topic or phenomenon (Miles & Huberman). While utilizing cross case analysis it is

common to come across negative cases that will ultimately strengthen a theory (Miles & Huberman). Multiple cases do not just help the researcher discover specific conditions under which a finding occurs but also helps them form general categories of how those conditions may be related (Miles & Huberman).

The specific plan for analysis during within and cross case analysis was done in five steps. These steps were: deconstruction, capturing, bracketing, construction and contextualization. These areas of analysis when put into action together bring into focus the phenomenon under investigation (Denzin, 1989). The goal of these actions was to provide substance to the foundations for interpreting and understanding which ultimately lead to clarifying the meaning of the experience (Denzin).

The first step in the data analysis process was deconstruction. A deconstructive reading of a phenomenon involved a critical analysis of how it has been presented, discussed, studied and analyzed in the existing literature (Denzin, 1989). Deconstruction includes four characteristics. The first characteristic of deconstruction is understanding prior conception of the phenomenon including how it has been defined, observed, and analyzed (Denzin). The second step is critically interpreting these previous definitions, observations and analysis. The third step within deconstruction is examining the underlying theoretical model of human action implied and used in prior studies (Denzin). Lastly, preconceptions and biases that surround existing understanding are then presented. Deconstruction was a step that I underwent on a consistent basis throughout my first reading of the interview transcripts. As I was reading, ideas of past definitions and examples provided context for what the participants were saying and I made notes of these on the transcripts themselves. For example, while reading if a participant directed

the conversation towards an aspect about the sport that they were very passionate about and enjoyed, I would make a note that this discussion could pertain to the construct of sport enjoyment as elements of prior research on sport enjoyment were present.

The second step in the data analysis process was capturing. Capturing the phenomenon involves locating and situating what is to be studied in the natural world (Denzin, 1989). This is also a process that deals with what the researcher is actually doing with the phenomenon in the present within their study (Denzin). In order to complete this stage the researcher must secure multiple cases and personal histories that embody the phenomenon, then locate the crises and epiphanies of the lives of the persons being studied and lastly obtain multiple personal and self stories from participants dealing with the topic under investigation (Denzin). This step was completed through the detailed discussions that the participant and I engaged in throughout the interview, as well as, the first reading of transcripts. I was able to gain vast amounts of detailed data from multiple stories told by the participant that illuminated the various elements of commitment that I then held up to the Sport Commitment Model for consideration. Each discussion pertaining to the various model constructs were held up for contemplation against model constructs and compared to other discussions from additional participants. This was done to form opinions that led into bracketing.

The third step in the data analysis process was bracketing. Within this step, the researcher holds the phenomenon up for serious inspection (Denzin, 1989). During this stage the characteristics of the phenomenon are not interpreted in terms of meaning given by existing literature, but is confronted as much as possible on its own terms (Denzin). First a researcher must locate and extract key phrases and statements that speak directly

to the phenomenon in question. Following this, as an informed reader, the researcher will interpret the meaning of these phrases. Then the researcher will inspect these meanings for what they reveal about the essential, recurring features of the phenomenon being studied and then offer a tentative statement or definition of the phenomenon of these recurring features (Denzin). After a preliminary reading of the interview transcripts, I went back to each transcript and extracted relevant quotes and dialogue surrounding elements of commitment. It was these extractions that I dove further into and tried to discover their true meaning to the individual and their world. Within the deductive framework of this study bracketing was done on two levels. The first level was conducted within the model itself in order to bracket the specific content that pertained to the constructs. This specific content then lent itself to a second level of bracketing that took place at the construct level. This was where elements that contributed to specific constructs were bracketed and held for inspection and interpretation.

The fourth step was construction. This is a step that builds on bracketing. This step is one that classifies, orders, and reassembles the phenomenon back into a coherent whole (Denzin, 1989). Within construction one lists the bracketed elements of the phenomenon, ordering these elements as they occur within the experience. Is it then seen how these elements affect and relate to each other and seeing how they cohere into a totality (Denzin). Once extractions were gathered and contemplated individually, they were done so within a cross case format to see if there were any universal concepts throughout the transcripts. These concepts were then put back into a coherent whole and put up for inspection among the study as a whole.

The fifth and final step was contextualization. Within this stage the themes that were discovered in bracketing and construction are interpreted and given meaning by locating them back into the natural social world (Denzin, 1989). This presents the experiences in the terms of the participant, in their own language and emotion, which brings the phenomenon alive in the world of interacting individuals (Denzin). Firstly in this step the researcher obtains and presents personal experiences that embody in full detail the essential features of the phenomenon. In addition, presenting contrasting or negative cases will illuminate variations on the meanings of the interpretations. Next, the researcher indicates how lived experiences alter and shape the essential features of the process. The last steps to compare and synthesize the main themes of the participants stories to come to ultimate meanings (Denzin). It was in this step that main themes were discovered as I put the universal elements that were discovered in the cross case analysis back into an overarching context which yielded concepts that explained commitment for these individuals. As was mentioned previously, the main themes that were discovered were put up for inspection against the study as a whole and then further looked at in order to give these themes meaning for the participants as a whole that worked to describe their sport commitment.

Trustworthiness

In order to establish trustworthiness in the current study, the researcher employed member checking which was embedded in the interview method. Returning the participant with a summary of themes is an excellent source of validity (Hycner, 1985). Member checking was a great way to ensure that the research had fully captured the thoughts and meanings of the participant and had interpreted these thoughts and

meanings accurately. The Scanlan Collaborative Interview Method is one that incorporates member checking at the end of the interview process itself with verification of the information obtained directly from the players (Scanlan, et al., 2003a). This was done by asking the individual to critically analyze the collaborative interview board to see if they have or see any discrepancies with the information on the board itself. If players saw discrepancies, they could add or change their board while providing rationale. This could be done with both the player derived sources of commitment section as well as the construct derived sources section, or the individual chooses he/she can alter connections between the two areas of commitment based on their thoughts and explanation. This provided the participants with the opportunity to clarify their thoughts or add additional dialogue to the phenomenon if they chose. By engaging in member checking it ensured that the participants' experiences were portrayed accurately, correctly and professionally.

This method was done with all eight participants that took part in the study and occurred at the conclusion of the interview. All participants were asked to look at their boards and state if they thought there were any discrepancies in what was pictured on the board versus their experiences. In addition, the participants were asked if their commitment picture was accurate or not. This process allowed for changes to be made to the interview board if need be, as well as, for individuals to add any further commentary, with the ultimate goal of the participant being satisfied that their views were accurately portrayed. The majority of participants did not choose to change their thoughts or their collaborative commitment boards and all participants stated that their commitment pictures were accurate. However, one participant, John, chose to add one additional

linkage between a player derived source of commitment and a construct derived source of commitment.

Ethical Considerations

In order to follow personal as well as Brock University ethical guidelines, before soliciting any data from participants, I completed and submitted, a research ethics application to Brock's Research Ethics Board in order to obtain ethics clearance to conduct the study.

Once ethics clearance was received and before I administered the SCIM, informed consent was obtained by way of a release form. On this form all information about the study and its purpose were disclosed. This was also verbally provided to the participant before the interview actually began. As well as disclosing all of the information about the study itself, it was imperative that the researcher take steps to avoid any harm to the participant. To do this the researcher verbally reiterated the fact that the participant has the right to withdraw from the study at any point in time, without any questions asked. This was done so that no harm was done to the participant, whether it is physical, emotional, psychological or other forms of harm. A list of specific local resources dealing with these types of stress was also given to the participant in the form of an attached sheet to the informed consent form.

In addition, confidentiality and anonymity was strictly enforced within this study. All participants were assured that alternate names were going to be used during the written report and that no traceable evidence will be addressed at any point in time during the interview process. Also, with regards to access and storage of data, only the thesis supervisor (Dr. Scott Forrester) and the principal investigator (Joshua Lavigne) had

access to this information. All information was kept in the thesis supervisors locked office, which is located in the Department of Recreation and Leisure Studies at Brock University. All audio tapes were transcribed and sounds bites were erased upon study completion.

Chapter 4

Results

The following chapter reports the main findings of the current study. Consistent with the Scanlan Collaborative Interview Method (Scanlan et al., 2003a), when reporting the results I will first summarize the findings in a statistical manner in the form of data display tables. Secondly, these tables will be discussed in a manner that illuminates the views of the participants through the use of the data display tables, as well as, data obtained from individual interviews. Copies of these tables as well as tables representing collaborative board connections can also be found in Appendix B. By doing so, it will allow for an all encompassing view into the meaning of commitment and the underlying aspects of commitment, for the participants. Each construct oriented section of this chapter will begin with a data display table, followed by further discussion of that construct from the individual interview data, which will bring the reader to an understanding of how the participants view their continued participation in the sport of wheelchair basketball.

The data display tables themselves are constructed utilizing various informative resources. The top half of the table shows elements and results of the collaborative interview that was completed. This portion of the table includes a quote that exemplifies the commitment construct itself and provides context for that construct. Underneath this quote will be the specific definition of the construct that was given to participants during the construct derived sources of commitment portion of the collaborative interview. Then, the hypothesized relationship of that construct will be given, as outlined by The Spot

Commitment Model. In addition, background questions, lead-up questions and in some cases responses to lead up questions will be given. This provides the actual questions that were asked during the interview to illicit responses and discussion of specific constructs of commitment. It was these questions which ultimately dove into the how individuals perceived their lived experiences and how these lived experiences constructed their sense of commitment into a world view that they themselves hold.

The bottom half of the data display tables show elements pertaining to the collaborative interview boards that were constructed during the interview process. This portion of the tables starts with displaying the number of individuals that concluded that they possessed the current construct in either the player derived segment or the construct derived segment of the interview. The column labeled “Derivation of Commitment Effect” shows where in the interview that specific construct was volunteered. If the individual volunteered the construct in the “player derived sources” section of the interview then they would be included in the column of “Player” and if the individual accepted the construct after it was offered by the interviewer they would be included in the column labeled “Construct”. The “Confirmed” section described the number of players who created a link between a player derived source of commitment and a construct derived source of commitment. This means that the number of confirmed entries cannot be higher than the number of entries under the “Player” column. The columns to the right of these indicate the direction of commitment that the individual spoke about. The directions of commitment can be “Strengthen”, “Lessen” or “None”. All areas are represented with a percentage of the players that presented data for that specific area as well as the exact number of participants.

In addition to the data display tables I will also present various charts that provide insight to the inductiveness of this study. These charts will contain the thought process that I went through in order to arrive at the particular sub themes that I discovered for each construct. I will focus on one theme within each construct of the model and by doing so will provide a sense of how the five steps of interpretive data analysis were employed. These tables are set up with quotes from the participants regarding the given sub theme and then this theme is discussed specifically utilizing the five steps of data analysis.

Before the results of each individual construct from the Sport Commitment Model, I will provide some background information on the participants in this study.

Participants

A total of eight players from three different teams took part in the interview process. These athletes were contacted through a gatekeeper, which for all teams was their coach. In the case of the Niagara Penguins, I was given an opportunity to speak with the team at the end of one of their training sessions about the study and its components and gave players the chance to sign up, in private, for an interview time slot after this speech. From this, four players (John, Jen, Ashley and Erica) in total took interest and decided to participate. As interest stopped at these four players from the Niagara Penguins, other teams were contacted throughout Ontario. One team residing in Toronto, Ontario then took interest. This team was the Variety Village Rolling Rebels. The coach of this team also invited me to a practice where after a conversation with the coach one athlete, Joey, volunteered his time to take part in the study. Joey, in addition to playing for his local team plays for the Canadian Men's National team. After this practice the

researcher engaged in a conversation with another athlete, Ben, who chose to volunteer his time as well. For fear that interest from the players would stop, I resorted to snowball sampling which yielded two more participants, Andrew and Matt. Andrew is a dedicated local level player and Matt is actually a Canadian Men's National level player as well, who plays for the Kitchener Twin City Spinners Club but attends these practices in order to receive more training time.

In terms of the characteristics of the players, they are quite diverse. Of the eight individuals that took part, five are male and three are female who range from 27-42 years in age. There are also five different disabilities among the eight participants. John and Ashley have Cerebral Palsy, Joey and Matt have spinal cord injuries, Jen has Spina Bifida, Erica has Dystonia, Ben has Multiple Sclerosis and Andrew has Polio. All players are well experienced with Andrew having the least amount of experience with three years of play and Joey having the most experience with 14 years of play.

Furthermore, wheelchair basketball assesses each individual and provides them with a point value or "score". This point value is based on the functional abilities of the athlete and ranges from .5 for athletes with the least amount of functional ability to 4.5 for athletes with the most functional ability. John discussed himself as being a .5, where Jen, Ashley, Joey and Ben all stated being a 1 on this scale. Also, Matt provided that he was a 1.5 and Andrew discussed himself as being a 2.5. Erica did not disclose her point value. A discussion of each of the constructs of The Sport Commitment Model follows. These discussions will be guided by the interpretivist method which will highlight meanings given to aspects of commitment that are present in the lives of the participants.

Sport Enjoyment

Model Effects

The summary of Table 2, quantitatively demonstrates, just how significant the sport enjoyment construct is within the sport of wheelchair basketball. The sport enjoyment construct was the number one predictor of continued persistence in wheelchair basketball for the

Table 2. Elements of and Statistics for Sport Enjoyment

Sport Enjoyment N=8					
"Oh I enjoy it immensely! There is nothing that I don't enjoy about it at this point."					
Definition		The positive feelings that you may have about playing for your team such as pleasure like and fun			
Hypothesized Relationship		Sport Enjoyment strengthens commitment			
Background Question		What was the most important thing that has kept you playing for all these years?			
Lead-up Question		Considering everything, both on and off the court, how much do you enjoy playing for your team?			
Has Sport Enjoyment 100% (8 of 8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	62.5% (5 of 8)	37.5% (3 of 8)	100% (8 of 8)	0% (0)	0% (0)
	Confirmed 100% (5 of 5)				

participants in this study for both the collaborative interview board as well as data obtained from interviews. In terms of an introduction of the construct, all eight

participants mentioned elements pertaining to sport enjoyment almost immediately when asked to describe their first interactions with the sport. More indicative, five of the eight (Ashley, Erica, Joey, Andrew and Matt) participants presented information pertaining to sport enjoyment in the “player derived” sources of commitment section of the interview and added these notions to their collaborative interview boards. The remaining three participants, John, Jen and Ben, added this construct when given by the interviewer in the “construct derived” sources of commitment portion of the interview. Furthermore, all five participants who discussed elements of sport enjoyment in the “player derived” section later confirmed this construct by linking it to various existing model constructs. Many participants stated in various ways that they have a vested interest in the game and this ultimately lead to all eight participants stating that sport enjoyment increased their commitment. Many participants expanded on their enjoyment that went beyond basic responses such as “I just love to play” that was indicated by Ashley.

From engaging in bracketing, construction and contextualization, of all eight interviews as well as the collaborative interview boards, all discussion illuminating elements of sport enjoyment yielded four main themes that contributed to this notion: 1. being active, 2. competition/challenge, 3. accomplishment / success, and 4. positive / social atmosphere. Each theme will now be discussed in detail.

Being Active

Being active was a main contributor to sport enjoyment that was mentioned by most participants that took part in the current study. One of the most important aspects of

this area is that it is important to stay active for these individuals due to their disabilities, in order to maintain health status. Erica explained:

Then on top of that, as far as me personally, I need the exercise because of my disorder. If I don't exercise I could seize up more and I could still get worse. So the idea is to not get any worse, so try to maintain myself where I am at or maybe even gain back a few things. I'm not saying I'm going to get better but if I could maintain things where they're at and not get worse, you know. It has me moving my body around.

Table 3. Data Analysis Thought Process

Theme – Being Active	
Quotes: “I got out of it for a long time and just being active makes me happy. You know it lessens, I don't want to say depression, but it just keeps me going and it helps me get through the day a little bit better, you know just getting that little bit of exercise. It just makes for a better day in general”. - John “ I just love being active”. – Jen “ It's therapeutic for my muscles and it's therapeutic for my mind to. You know, it's good for you. I'm not able to get a lot of exercise, so it's a fun positive way for me to get that exercise” -Erica	
Analysis Process	Thought Process
Deconstruction	The deconstruction process was evident within this theme by simply knowing that sport enjoyment is a construct that pertained to positive feelings that a participant receives from engagement. Therefore, quotes that showed the participant acknowledging positive feelings were ones that were noted to be important.

Capturing	Capturing took place through the detailed discussions that were completed with the participants. This allowed for the collection of multiple personal and self-stories, dealing with the topic under study, to emerge.
Bracketing	These collections were then extracted and the quotes were then held up for serious inspection. The question of “why does this matter to the individual and their life” was constantly being considered. For example, why is it important for individuals with physical disabilities to be active in order to lessen depressive states and why is being active therapeutic for the muscles and the mind and how does this all pertain to enjoyment? These thoughts then led to me to believe that being active contributed to not only physical improvements but also psychological ones as well. This proved that being active for these individuals was about more than just staying in shape but was a need of theirs as well. However, despite the fact that some individuals need the exercise to maintain their current health status, they were receiving all of the positive benefits that physical activity promotes and this in turn was allowing them to enjoy their time within wheelchair basketball.
Construction	Aside from the thought that exercise is good physically and psychologically it was noticed that a number of other elements were seen under the being active umbrella and all of these elements combined in order to create a sense of enjoyment for the participants.
Contextualization	When all of these elements were drawn out, they were then given meaning and sub themes were then created. Within our example, all notions of being active seemed to have led the participants to experience enjoyment, which led to the sub theme of “being active” being created as a means to explain sport enjoyment in its relation to sport commitment.

This quote illustrates that basketball, along with being enjoyable is also imperative to the overall well being of these individuals. These athletes were very conscious of their health and well being and this was evident in their interviews.

Jen stated “yeah it gives me a chance to be active and it keeps my well being better, like it keeps me healthier”. John went as far as saying:

You know it lessens, I don’t want to say depression, but it just keeps me going and it helps me get through the day a little bit better, you know just getting that little bit of exercise. It just makes for a better day in general.

This shows that exercise for the participants was not only good for physical reasons but psychological reasons as well.

Being active was stated to be found in a number of different areas such as games and practices, which coincided with the pace and intensity of the game itself. As Andrew noted “absolutely the pushes, the speed, having a purpose, chair control, all of that stuff contributes to overall physical fitness and also to keep your energy level where you are”. Also, being intense and being aggressive on the court was a common finding that was enjoyable in terms of being active for participants. Ashley stated:

I do my fair share of getting in the way and trying to fill the holes and be in the right place at the right time or fighting for the ball, trying to drive people out, I’m pretty aggressive on the court and its pretty fun.

Lastly, due to the almost non-existent number of basketball teams in the Niagara region for adults, the Penguins Basketball organization was actually founded by three of the participants in order to be able to get actively involved. Jen commented that prior to the teams’ inception:

There wasn't really a program in the region for adults to play any type of sports and I've always played sports growing up and I just got out of it when I became an adult because there was nothing available and then this opportunity came and I took a chance on it because I just love being active.

Following the creation of the team a number of new players joined and the team started to grow to its current state today. This gives athletes who are in a wheelchair a chance at being active when they become too old for youth and teenage sport. Until this team was started the options for these individuals were very limited in the Niagara Region, however, this team gives people another recreational outlet in which to lead an active and healthy lifestyle. Recreation and leisure pursuits are somewhat synonymous with being active as well as enjoyment. When an individual participates within a given activity, in this case wheelchair basketball, not only are they being active but they are also afforded the chance to experience the plethora of benefits that are associated with these activities that contribute to an overall sense of enjoyment.

Competition / Challenge

The second sub theme that was discovered that pertained to sport enjoyment was the aspect of competition / challenge. Competition and team sports are somewhat synonymous with each other and this comes through with the thoughts of these participants. When asked what she feels when she first goes into a game, Jen commented "yeah you get really excited; you get like really competitive, you want to do your best, 110% on that court for your team". Matt, who plays at the national level, took competition one step further while linking his player derived source of commitment of

“competition” to sport enjoyment by stating “competition kind of motivates you to go and play at that level” which he saw as enjoyable. Also, Ben, who declared that he has been having some social issues with other members on the team, confirmed that competition actually brings a team together and provides an arena for social cohesiveness:

For whatever reason I do like the competitiveness with games and practices can be a little frustrating with those other elements, but once we are in a team part of it and we are all competing against someone else, that stuff doesn’t come anymore and I love that. I would do anything to not miss a game.

Another aspect that contributed to the enjoyment of competition and challenge is the contact and aggressiveness that is associated with playing the sport of wheelchair basketball. Andrew, while discussing why he has “always loved the game” said:

You can play ping pong and stuff like that, but basketball is more harsh, more tough, you have chairs, its more competitive and you have a machine that is a part of you; in the games it’s considered a part of you.

Additionally, while John was talking about what he liked most about being active stated:

Just, you know, especially with wheelchair basketball, the force of it, that its contact there’s a lot of contact in wheelchair basketball. I mean it’s not brutal contact like it’s not like sledge hockey where they stab each other with picks and things like that’s not for me. You know, I like a little bit of banging and being aggressive is good.

Therefore, as Jen noted, this sense of “it can get pretty rough but it’s all in good fun” seems to be a relevant notion that adds to enjoyment. It seems that these athletes like to go outside of their everyday norm and this provided them with a sense of satisfaction.

Lastly, a sense of challenging themselves and learning from these challenges relates to a sense of competition / challenge. Andrew explained “you learn different techniques when you compete against your peers and talk to your peers”. This sense of “it’s challenging and I’m learning something from it” as Erica commented, was not a significant contributor but is worth mentioning as some participants mentioned aspects pertaining to it during their individual interviews.

Accomplishment / Success

This area of contribution to enjoyment is multi faceted. The thought of accomplishment / success is not only in terms of winning a game or tournament but also is shown through successfully reaching personal goals as well. As Ashley stated “well by nature most people enjoy doing something they accomplish or that they succeed in regardless of their definition of succeeding, it might be winning or...[reaching a personal goal?], right exactly.” Personal growth and achievement of personal goals seemed to be highlighted as more important to the participants as many linked a sense of personal successes and accomplishments, such as improved skill, to an increase in confidence that in turn allowed them to enjoy the sport more. When asked about his connection of confidence to enjoyment John stated “oh definitely! You always enjoy playing more when you play better”.

Aside from the personal side of this notion, there is the more outwardly taken notion of winning that is seen as enjoyable to these athletes. Erica noted:

Well it makes you want to keep doing it. If you are achieving stuff than you want to keep coming back because then you want to try for the next thing. It's not like you do something and do something and never get anywhere with it, nobody wants to keep doing that, that gets tedious after awhile.

Both accomplishments and successes no matter how big or small were seen to increase enjoyment to the sport of wheelchair basketball.

Positive / Social Atmosphere

The positive atmosphere that this sport provides to these individuals was often spoken about. There were two main contributors to this facet, the positive social atmosphere and the positive emotions that are derived from playing.

The positive social atmosphere stems from the team atmosphere as shown by Ben:

As you know I've never played on a team before, as a kid I never played and this was my first time doing that. It was a new experience for me and I enjoyed it, it was a lot of fun. It keeps me coming out for our Monday and Wednesday practices.

Being a part of a team was seen as a key element. This gave the participants a sense of companionship and the thought of a unit. Ashley said "well, when you enjoy playing for your team you enjoy being part of the team". The sense of being with teammates and

sport friends was a significant contributor to enjoyment in the eyes of the participants and this allowed for a more positive atmosphere.

Additionally, the overall positive emotions and feelings that were derived from being a part of, and engaging in, the sport supplied enjoyment to the individual. Erica said “it is fun; it’s a lot of fun” and Jen mirrored this by stating “I just play because I love the game”. These were common responses among the participants. However, some participants dove deeper into what specifically gave them these emotions. Erica spoke of her disability and how being a part of her team allowed her a chance to forget about the notion of “disability”:

I enjoy a lot of things. I guess most is just being on an equal playing field with everyone else on the team and everything else doesn’t matter, you’re just focused on basketball and nobody puts any focus on what my disability is, it’s just basketball, and everyone is just kind of out there and you get to be at the same level as everyone else for a little while.

This brings to light the inclusivity of this game. It shows that with its rules, such as the classification system, the game gives these individuals somewhat of an opportunity to leave behind the oppression that is placed on them by able bodied society. Ben elaborated on this, “I can really see how inclusive basketball is and I like that aspect, like the classification system”.

Overall, the sport enjoyment construct was the largest predictor of commitment among the participants within this study. Due to the overall positive atmosphere of the game itself, it seemed that individuals brought themselves to love the competitive aspect

of the game which led to accomplishments and achievements not only for the team but themselves personally, all while taking pride in being active, thereby contributing to their overall enjoyment within the sport.

Involvement Opportunities

Model Effects

Involvement opportunities was another area that showed significant relation to the sport commitment of individuals who participate in wheelchair basketball. It was the second highest predictor of commitment shown by the collaborative interview boards and also showed great significance within the interview data. All eight players explained elements of this construct within the “player derived sources” portion of the interview, With Ashley, Ben and Matt later confirming these sources by linking them to construct derived sources of commitment. In addition, all eight participants stated that their involvement opportunities increase their sport commitment.

However, once the interview reached the construct derived sources portion and the actual construct definition was presented, the participants took alternate approaches. Within this portion of the interview, Jen, Ashley, Ben and Matt stated that their involvement opportunities indeed strengthen their commitment towards their sport. However, John, Erica, Joey and Andrew stated that their notion of involvement opportunities actually had no effect of their commitment. This misrepresentation most likely happened due to the lack of comprehension and experience with this construct on behalf of the participants. Although individuals mentioned that they had several involvement opportunities, it seemed to be this lack of knowledge that deterred them

from making connections. Aside from this a number of various opportunities were discussed.

Table 4. Elements of and Statistics for Involvement Opportunities

Involvement Opportunities N=8					
“Well, going to the world championships last year, going all over the world, meeting different people who have different walks of life like languages, representing the national team like going to functions and stuff”.					
Definition		Opportunities that are present only through continued involvement			
Hypothesized Relationship		Involvement opportunities strengthen commitment			
Lead up Questions and Responses		What opportunities like these do you have, if any? Exercise (6) Being a part of a team (4) Keeping the team going for future generations (3) Volunteer opportunities (2) Coaching (1) National Team Perks (1)			
Have Involvement Opportunities 100% (8 of 8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	100% (8 of 8)	0% (0 of 8)	100%		
	Confirmed 37.5% (3 of 8)		(8 of 8)	0% (0)	0% (0)

The specific opportunities that were identified by these athletes ranged from personal reasons such as the chance to exercise, the chance to be on a team and in the team atmosphere, to external reasons such as volunteer and coaching opportunities, as well as for national level players, the benefits that come along with this specific opportunity. From these identified opportunities, three main themes emerged from the data that came together to explain how involvement opportunities affected these

individuals' lives and commitment. Through the interpretive data analysis process it was contextualized that these themes are that players enjoy being a part of a team, having the chance to exercise and gains (both personally and in the community). These were all seen as prized opportunities that led to increased commitment.

Being a Part of a Team

John, Jen, Ashley and Ben all mentioned that being a part of a team was something that they valued and in turn was an opportunity that led to increased commitment. John spoke of this concept relating it to his childhood:

Really just being part of a team is a big thing for me now. When I was a kid I never really got a chance to play sports in a team. Like I was very active as a child and a teenager, you know riding my bike and doing things that were kind of just by myself, and because I went to a public school where there was only one or two people in wheelchairs, they never had a team specifically for people with disabilities.

Table 5. Data Analysis Thought Process

Theme – being a part of a team
<p>Quotes:</p> <p>“Really just being part of a team is a big thing for me now. When I was a kid I never really got a chance to play sports in a team. Like I was very active as a child and a teenager, you know riding my bike and doing things that were kind of just by myself, and because I went to a public school where there was only 1 or 2 people in wheelchairs, they never had a team specifically for people with disabilities”. – John</p> <p>” It’s a sense of being a part of a team” – Ashley</p> <p>“At that time I was biking but I was finding that you know, I wouldn’t mind trying to be more involved in a team sport but I knew that I couldn’t do anything that was leg</p>

oriented, so I thought I would look into wheelchair basketball” - Ben	
Analysis Process	Thought Process
Deconstruction	The deconstruction process was evident within this theme by simply knowing that involvement opportunities is a construct that pertained to opportunities that were present due to involvement with a team. Therefore, quotes that showed the participant acknowledging any sort of opportunity that was received due to involvement with the team was considered.
Capturing	Capturing took place through the detailed discussions that were completed with the participants. This allowed for the collection of multiple personal and self-stories, dealing with the topic under study, to emerge.
Bracketing	The quotes that were extracted were then held up for serious inspection. With our example of “being a part of a team”, elements that related to never having a chance to participate in team sport in childhood and social aspects of the team atmosphere were often spoke about. It was elements like this that drove the inception of this particular sub theme.
Construction	Due to the uncommon nature of childhood adaptive team sports, coupled with various social elements of team sports, being a part of a team seemed to jump out as a valued opportunity that was afforded to the participants due to their involvement.
Contextualization	When all of these elements were inspected and it was determined that they linked together to form the sub theme of “being a part of a team”. It was then noted that this opportunity was one that strongly related to not only increased credibility for the involvement opportunity construct but led to this increasing the likelihood of sport commitment as a whole.

This quote shows that individuals with disability lack the opportunities necessary to participate in team sports at an early age, thus given the opportunity in adult life, these

individuals cherish the opportunity. This absent opportunity in schools and possibly in various communities could lead to a life without valuable social sporting events.

However, once these opportunities present themselves athletes could alter their social atmosphere to include such events. When asked “what is it about being a part of a team do you enjoy”, Jen explained that “it just kind of helps with boosting your self esteem, and gets you more, or wants to get you more, involved in the community”.

This sense of being more involved in team sports during the adult years was also mirrored by Ben, who when asked how he got involved in his basketball program, stated:

At that time I was biking but I was finding that you know, I wouldn't mind trying to be more involved in a team sport but I knew that I couldn't do anything that was leg oriented, so I thought I would look into wheelchair basketball.

It seems that the social atmosphere that comes along with the team atmosphere is seen as important to “being a part of a team”. Ashley stated simply “if you weren't involved with the team, you couldn't be a part of the team”, which sums up this thought because if you were not involved with the team you would not receive any of the benefits that are associated with the opportunity of being involved in the team atmosphere.

Exercise

As was seen with sport enjoyment, being active and more specifically exercise, was seen as important in increasing commitment. As was mentioned before, exercise is an outlet to not only increase optimal physiological health but to also maintain the current standard of health for various individuals so that their specific condition does not worsen.

This notion can be seen by a number of the athletes. Ben, while talking about his cardiovascular level and exercise said:

Most people who see me and see how immobile I am...it's not like cardiovascular, but they know how much weight I've lost and everything from that point of view. Like I'm still 40 so I'm still having trouble losing that weight but they are saying "you are still in good shape for someone who can't do most things.

In addition to increasing optimal health, a number of athletes spoke about wheelchair basketball as a way to stay in shape. When speaking of exercise Ashley simply stated "it's something to do". However, more specifically, many athletes spoke to this aspect in giving comments like Matts', "a big thing for me is that it keeps me in shape". Matt then went on to speak about practice as being the main vehicle for this maintenance of physiological health; "you need to practice to stay in shape, to be at the top level and all the rest". Andrew mirrored this aspect by commenting that exercise for the purpose of health maintenance was "a commitment I made to myself because I wanted to get physically active", in order for him to "stay physically sharp". As one can see these athletes see wheelchair basketball as an opportunity for exercise that is not only a "fun positive way to get exercise" as Erica said, that was evident with sport enjoyment but also as a valued opportunity to increase and maintain their health status.

Gains

This area of involvement opportunities is marked not only by personal gains but also in community gains. In terms of these two areas, personal gains were more significant than community gains.

The personal gains that athletes spoke about were abundant. However, these personal gains can be further broken down into intrapersonal aspects and personal opportunities. The first intrapersonal aspect that two participants spoke of was their increased confidence and self esteem that they have received from participating in wheelchair basketball. John stated that due to his increased activity with public speaking on behalf of the team, his on court and off court confidence has increased. “Yeah, in both aspects right. Like confidence as a player, and confidence to you know, speak about the team and speak about my own experiences”. In addition, Jen said that being involved with her team “just kind of helps boosting your self esteem”.

Along with this thought expanding social networks was also discussed in terms of being a personal gain. When discussing her connection between her player derived source of commitment of “social networks”, Jen stated “I feel like involvement opportunities because they expand your social network by getting involved in those opportunities”. Therefore, by being involved in the opportunity of basketball itself and events that arise from basketball, one can garner a greater social network. In other words, being actively involved relates to an increase in social encounters which then leads to an increase in networks.

Other opportunities that were presented to the players were opportunities that were offered through the teams that these individuals played for. Ben was actually given a chance to coach due to his involvement with his current team:

I have started talking to the Ontario coordinators and coaches about being involved and it has opened up that and that is where I've gotten more interested in the sport aspect of it. I'm working with Steve with the national juniors, the Ontario juniors, and I'm also involved in the organizational level.

This shows that there are numerous opportunities that can present themselves to athletes in a number of different levels whether it is at the local, provincial or national level.

Additional opportunities that presented themselves were benefits of being a part of a particular team. For example, Matt who plays for the men's national team spoke about his opportunities when saying, "that is a huge one for me with the national team because you travel; you play at the higher level which gives you motivation to keep training". Also, "going to the world championships last year, going all over the world, meeting different people who have different walks of life like languages, representing the national team like going to functions and stuff". As one can see being a part of a national team definitely has opportunities that are present due to being involved with the team. However, this was also seen on a smaller scale for local teams as Jen stated:

Well like I said I had the opportunity to be a part of the U-25 tournament that was here at Brock, that was a once in a lifetime chance to see the national team come and play and if I wasn't a part of the Penguins then I wouldn't have been able to come see that for free.

Jen stated that having these opportunities increases her commitment because “it gets me out in the community and more involved in the community”. In addition, Ashley discussed an opportunity that she had due to being involved with her team when saying “all the women were invited to go to the training camp and all that kind of stuff”. Therefore, opportunities like these are present at larger levels of play (the national level) as well as smaller, more local levels (local teams).

Aside from personal gains, gains that are community oriented were discussed as well. The biggest component in this section that was discussed was the notion of keeping a team around for future generations to enjoy. As was mentioned earlier, three of the individuals, John, Jen and Ashley, which were interviewed, were founding members of the Niagara Penguins team. John stated that:

It’s really important for me to keep this around so that the next people coming up will have it because before the penguins the only sport around here for people with disabilities was sledge hockey and sledge hockey is not for everybody so.

Also, when discussing the future of the team in the area and its importance Jen said “so future people can enjoy the sport. It’s been a great opportunity to train with the Penguins and you wouldn’t have that opportunity if it wasn’t there”. This team is close to these individuals’ hearts and not only are they looking out for the success of the team now, but are striving to ensure its success for future generations so they too have this opportunity.

Giving back to the community was also considered by one of the national level players. Matt actually uses his national team presence as a way to give back. He stated, “it is a lot easier to give back when you are “someone” right, like when you are on the top

on that pedestal”. Matt discussed his love for giving back in terms of talking to local children and taking pictures with them in different countries where he plays in tournaments. Also, he frequently does demonstrations in local schools and at local events to promote the game as well as inclusion. Doing these deeds gives Matt great satisfaction when he commented, “to be able to do something like that, to me, is a really cool way to give back”.

As one can see a number of players have experienced involvement opportunities. The opportunities that present themselves to these players tend to increase their commitment, however, opportunities like these also showed to have no effect on player’s commitment towards the team as 50% of participants stated that there was no effect between this construct and commitment. This shows that interactions with other opportunities are present throughout the lives of these individuals and can, in fact, increase commitment but some individuals also attach a certain meaning to a sport and it is this meaning attachment that strives to keep them committed more so than alternative motives.

Involvement Alternatives

Model Effects

This specific construct had very little effect on overall commitment in the current study. Involvement alternatives is the only construct within the Sport Commitment Model that is said to lessen commitment for an individual. However, in terms of the data that was collected during the current study a different story emerged. Table 4 shows the results of the collaborative interview boards and shows somewhat of the typical story that is involved with this construct. Six out of eight participants, John, Erica, Joey, Ben,

Andrew and Matt, had involvement alternatives, with everyone but John and Joey addressing this in the player derived sources section of the interview. From the four participants that discussed this construct in the player derived section, three participants, Erica, Andrew and Matt confirmed this construct. In terms of its influence on commitment, one player stated an increase in commitment, three players stated a decrease in commitment, and two players indicated involvement alternatives had no effect on commitment.

Table 6. Elements of and Statistics for Involvement Alternatives

Involvement Alternatives N=8					
“No just the Niagara Center for Independent Living, but that’s not really anything. But if it was something that I only get to do every once in a while then I would put it ahead of basketball”					
Definition		Other priorities in your life that make playing for your team difficult			
Hypothesized Relationship		Involvement alternatives lessen commitment			
Lead up Questions and Responses		Do you have other priorities like this in your life? Volunteering (3) Health (2) Work (2) Family (1) Chance Opportunities (1)			
Has Involvement Alternatives 75% (6 of 8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	66.6% (4 of 6)	33.3% (2 of 6)	16.6%	50%	33.3%
	Confirmed 75% (3 of 4)		(1 of 6)	(3 of 6)	(2 of 6)

However, the interview data itself showed that the majority of participants, Jen, Ashley, Joey, Andrew and Matt, controlled for other priorities in their life and this led to their alternatives having no effect of their commitment. The additional three participants were spilt, Erica stating that alternatives in fact lessened her commitment towards basketball, John stating that his alternatives actually increases his commitment towards basketball, and the final participant, Ben stating that his alternatives do both, increase and decrease his commitment towards basketball.

This discrepancy between the results of the collaborative interview board and the interview transcript data was most likely due to the fact that once participants were engaged in conversation about this topic it spawned thoughts about how they see the various activities in their own life and the meaning that they attach to these activities. What may be an alternative that decreases commitment for one individual, may very well be a controlled for aspect by another individual. During the “player derived” sources of the commitment section, players were

Table 7. Data Analysis Thought Process

Theme – No / Controlled for	
Quotes: “No I don’t really have that.” – Jen “I even try to schedule my vacation around games and stuff like that so I try not to make it a problem” – Ashley “Well I do have it but it’s not a big deal I already control for it” - Andrew	
Analysis Process	Thought Process
Deconstruction	The deconstruction process was evident within this theme by

	simply knowing that involvement alternatives is a construct that is one that sets a higher precedent on other activities than the one at hand. Therefore, quotes that showed the participant acknowledging any sort of activity like this was looked at.
Capturing	Capturing took place through the detailed discussions that were completed with the participants. This allowed for the collection of multiple personal and self stories, dealing with the topic under study, to emerge.
Bracketing	From these collections relevant quotes exuding specific characteristics were extracted. The quotes that were extracted were then confronted as much as possible on their own terms and how they presented themselves in the lives of the participants. With this current theme it was shown through several discussions that participants did have involvement alternatives but the majority alluded to the fact that it does not affect their commitment and they utilize different strategies in order to control for the time that their alternatives take in their life. Therefore, this sense of control was bracketed.
Construction	All of these factors contributed to the notion that participants controlled their alternatives or did not have alternatives that hindered their commitment, thus forming a “no effect” group in terms of involvement alternatives relation to sport commitment.
Contextualization	Since the participants valued the sport of wheelchair basketball, the majority of participants let nothing deter them from participating in it. Whether it is other activities, civil duties or even family, participants showed a sense of control, in that they would plan for and schedule around basketball related activities in order to be fully committed. It was this aspect that was the trademark for the not only the sub theme of “controlled for” and ultimately led to the “no effect” group.

asked to think of aspects that positively contributed to commitment as well as aspects that negatively contributed to commitment. Accompanying this later on in the interview during the “construct derived” sources of commitment portion of the interview was the

construct definition. It is believed that individuals did not see other priorities in their life as “negative” towards basketball, they simply see them as other initiatives that they pursue which also have implicit meaning for these individuals in combination with, or aside from, basketball. This will be further explained through the discussion of the results.

The No-Effect Group

This group expressed two trains of thought. The first being that the individuals simply did not have any other priorities in their life aside from basketball that they thought was consistent enough to hinder commitment. The second train of thought was that players actually controlled and manipulated their environments and their schedules so that there was no interference with basketball.

The first thought of not having any other priorities was seen at a local level as well as a national level. When asked if she had any other priorities in her life, Jen, a local level player simply stated “no, I don’t really have that”. In addition, when asked if he had any other priorities in his life, Joey, a national level player again said “no not now, nothing but basketball right now”. This shows that some players choose to invest themselves fully within the sport of wheelchair basketball, and while doing so fully commit to it.

In addition to having no other priorities it was also fairly common for players to have other priorities but to control for these other priorities in order to fully commit to basketball. When asked if he had other priorities Andrew said “Well I do have but it’s not

a big deal I already control for it”. He then went on to further explain how he controls for these other priorities:

Well for example I make Monday night available for basketball, so if anything comes up it is my priority. When I have such a schedule I’ve already set up which one I want to attend, where and how. But one day maybe I’ll have something come up, that’s a given. But the way I arrange my life right now I have priorities and Monday’s is wheelchair basketball.

Moreover, other athletes took their controlling factors one step further. When discussing how she controls her schedule, Ashley said “I even try to schedule my vacation around games and stuff like that so I try not to make it a problem”. This control can even be seen at the national level as Matt said “no I’ll cancel them or change them” when asked if he had any other priorities. This shows that even though some athlete do in fact have other priorities in their lives, they hold basketball in the highest regard and will sacrifice other facets of their life in order to play and be fully committed.

The Lessen Group

As previously mentioned, there were two athletes, Erica and Ben (who stated that his priorities actually strengthen and lessen his commitment) that noted that there were other priorities in their lives that meant more to them than basketball and this contributed to lowering their commitment.

Erica actually stated three alternatives that she possesses to basketball that lower her commitment. The first was her health. Due to this individual’s disability, Dystonia, she missed a large majority of time in her prior season due to varying reasons:

Well I missed a lot of time last year because of my medical conditions. I was sick all last year. I just wasn't able to come out a lot, I was physically ill a lot for various reasons. You know everything from medication to being in too much pain. I say it bluntly; I spent too much time in the barf bucket. It's no sense in me coming out to basketball if I'm in too much pain to move and it hurts to get out of bed, what is the point in going?

This consciousness of health was also stated by Matt who said "yeah because I get skin breakdown all the time right because I'm always sitting down. That's a huge one for me. I try to minimize it but sometimes you have to take a couple days off". However, unlike Erica, Matts' medical condition is not as severe, therefore, he stated that this issue "rarely" occurred and he would only miss "under 5% maybe. Like once every 3 months". This shows that while medical concerns are an issue for athletes with disabilities, the severity of a disability and its effects on the body can cause one to miss a given activity in order to regain optimal health.

Another priority that emerged as being more important in the lives of two athletes was volunteer activities. Erica discussed her passion for volunteering at the Human Society when asked specifically what she did:

Well a number of things, mainly cat socializing. I also socialize with small animals, everything from snakes to guinea pigs to rabbits. I also take the small animal pictures for their website and then when one of them gets adopted I put up the adoption announcement. Then I take their adoption videos. I do the Facebook site where if

someone wants to see small animals that are available for adoption it actually links to that Facebook page. So I take all the pictures and I write little descriptions of animals. She further spoke to this activity saying that it took “maybe 10, but a minimum of 4” hours per week to accomplish all of the duties needed for her position. Her true passion for animals showed when asked if she was more passionate about animals than basketball, “definitely! Animals are my life”. This was also mirrored by Ben who spoke of his volunteer opportunities with his church:

I’m on the board of a soup kitchen in Oshawa. I’m a Christian and I’m involved in our church. Like St. Vincent, I have a huge commitment to that; I would almost say it’s equal to basketball. Anything I could do for St. Vincent’s I would. I’ve actually missed practices because of that. I guess that is one of the alternatives that I have.

He then went on to say “we had basketball three times a week so I thought that it was no big deal to miss Monday. I would always try to reschedule if I had times on the weekend because of games”. This shows that for this individual, practices were seen as expendable where as games were not due to their inherent importance. Therefore, volunteer opportunities are ones that may hinder commitment towards wheelchair basketball.

Lastly, chance opportunities were an element that was evident and hindering commitment for Erica as well. In discussing her alternative opportunities she mentioned “like we didn’t have basketball this weekend but if we did I would have missed because I had the opportunity to go ride roller coasters and I don’t have that very often”. Erica

shows that for her, chances that do not come often are more valuable than a chance (basketball) that does come regularly.

The Strengthen Group

As was mentioned previously involvement alternatives have historically lessened commitment but two individuals within the current study actually proposed that their alternatives serve to strengthen their commitment. Two players, Ben and John, stated that this was the case for them, one of which Ben was the athlete that said his alternatives actually increase as well as decrease. John discussed how he is an advocate for people with disabilities and this is the reason that his alternatives strengthen his commitment. He commented:

All of the things that I do have to do with persons with disabilities, so the Niagara center for independent living and the Niagara Penguins, you know that's how the team got started, at least the basketball portion of it. So they fit together nicely. Independent Living Canada and everything, they have no connection other than the fact that they are disability run organizations. But I think they support each other just due to the fact that they help anyone with a disability.

It is the sole fact that because of his involvement in the community of people with disabilities and his work with various organizations, John feels a sense of ownership to play due to the relationship between his volunteer work and his play. He believed, "well the other opportunities increase because they all have to do with disabilities. Everything I do has to do with you know helping people with disabilities".

The other athlete that described his alternatives as positive related his experiences with coaching opportunities. When explaining these opportunities Ben illuminated:

I'm looking at hopefully starting a program in Durham. This Wednesday I'm going to be working with something called "Adapts", it's not high level, it's the lowest level, grassroots program that put hula hoops on the nets to help them excel. It's just enjoying the involvement of community and gathering people together and I think that is the biggest thing, its huge when our community gets together and all support each other and there is a greater purpose when you do that. When you get these kids that have a disability or have recently had an injury and are able to come out and enjoy and leave some of the garbage behind, that's the part that feeds into me to continue going. That fits me more because when I was doing it for myself I just got myself frustrated because I was like I'm not going to be at that level, I'm fine at this level and then it just I'm more into development then I am for myself.

Ben feels as though his desire to coach comes before his desire to play and by coaching developmental league teams and these "grassroot" teams, he is satisfying his need for community engagement. Ben is very conscious of, and appreciative of, the inclusivity of the game of wheelchair basketball and that is where his passion lies. He is passionate about teaching this game and bringing it forth to the masses.

The common theme between these two cases for alternatives strengthening their commitment is passion of inclusivity. Both of these individuals work to bring about an

inclusive environment both on and off the court and they both feel that their actions strive to make the game more accepted as well as more widely known to the general public.

The data shows that involvement alternatives are not an issue within the lives of these individuals. The majority of the participants stated that their alternatives do not have an effect on their commitment, and some even said that alternatives strengthen their commitment towards the team which is in complete contrast to previous sport commitment findings. Volunteer opportunities and personal alternatives were the largest contributors to this construct. However, only volunteer activities were seen to hinder commitment in two players. From this analysis, basketball seems to be centralized in these individuals' lives and it has become a part of their world and who they are. Through their involvement, they have built an intense meaning in their lives from their continued participation, so much so that, for the majority, other activities cannot compare. It is this meaning that steers the participants away from other engagements. In the instances of the negative cases, they believe that basketball is so much a part of their lives that they actually seek out alternatives that strengthen the meaning that is attached to this sport in order to create outlets and possibilities for future participants.

Personal Investments

Model Effects

Table 5 displays the importance of personal investments to the participants as personal investments was found to have a moderate effect on sport commitment. Seven people described elements of personal investments, six descriptions being given in the “player derived” sources of commitment section of the interview, with three of these later

being confirmed sources of commitment, and one description coming from the “construct derived” section of the interview. Of the seven people who spoke to personal investments, four said that it strengthened their commitment and the remaining participants stated that it had no effect on their commitment. This was also the case in the interview transcript data as four players said that personal investment increased their commitment where the remaining four noted no effect on their commitment.

Table 8. Elements of and Statistics for Personal Investments

Personal Investments N=8					
“But for me my big thing is that I’m not much of a, like I have fun, but I play serious. Because it takes my body, my time, my effort to do all this, I don’t come down here and just like “la-ti-da”, you know what I mean”?					
Definition		Resources you may put into your team that you can’t recover if you stopped playing			
Hypothesized Relationship		Personal investments strengthens commitment			
Lead-up Question and Responses		What have you invested that you can’t recover if you were to stop playing? Time (5) Physical Effort (4) Social Effort (4) Money (4)			
Has Personal Investments 87.5% (7 of 8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	85.7% (6 of 7)	16.6% (1 of 7)	57.1% (4 of 7)	0% (0 of 7)	42.9% (3 of 7)
Confirmed 50% (3 of 6)					

Engagement in the data analysis process showed that there are three common themes among the athletes. Through analysis the themes of time, effort (both physically

and socially) and money were contextualized. All three themes were seen in both the strengthening group and the no-effect group. This suggests that the same investments effect individuals' sense of commitment differently. These are described further in the following sections.

Time

For two of the participants, John and Jen, team maintenance duties were an investment that they alluded to. Both discussed how they were captains of their respective team and with this came an obligation to fulfill these maintenance duties. Some of these duties were seen as more team cohesiveness duties as John stated:

I'm a co-captain on the team so I talk to the other players if they have problems or difficulties with the coach and that sort of thing. I communicate with the coaches as to whether you know practice went well or didn't go well, or what they could do to improve. So I'm kind of, I help communicate from the players to the coaches I guess.

While others were seen as more tactile as shown by Jen:

Well I put a lot of time into the team, like helping out with any volunteer opportunities that come about, like I did this silent auction at the U-25 to raise money for the team. That took a lot of time.

When asked how many hours she spends on these extra duties each week Jen responded "two or three, cause I do all the e-mailing between the team". While expanding on her player described source of commitment, "keeping the team going and expansion", Jen

also alluded to the fact that she does this in order to keep the team in working order for future players. “Um it’s kind of a personal investment that I have. I kind of push towards keeping it going”.

Another aspect of time in relation to personal investments was time that was dedicated to team matters such as training and travelling. When asked what he has invested Joey specifically said “time, like I put a lot of time into training” and “travelling”. Joey as well as Matt stated “my time” as a personal investment as both play for the national team. These individuals practice two to three times a week with their local team on top of their national team commitments.

Table 9. Data Analysis Thought Process

Theme – Time	
Quotes: “well I put a lot of time into the team, like helping out with any volunteer opportunities that come about, like I did this silent auction at the U-25 to raise money for the team..That took a lot of time.” – Jen “Time, like I put a lot of time into training” – Joey “Because it takes my body, my time, my effort to do all this” – Matt	
Analysis Process	Thought Process
Deconstruction	The deconstruction process was evident within this theme by knowing that personal investments is a construct that pertains to resources that you cannot recover if you were to stop playing for your team. Therefore, quotes that showed the participant acknowledging resources that were meaningful and unable to be recovered if they were to stop playing were contemplated.
Capturing	Capturing took place through the detailed discussions that were completed with the participants. This allowed for the collection

	of multiple personal and self stories, dealing with the topic under study, to emerge.
Bracketing	From this collection, quotes that related to resources that were unable to be retained by the participants were extracted. One of the main resources that was often discussed was the resource of time. Time is a resource that many people feel is very valuable and is impossible to obtain again once it is gone. Many participants spoke of time spent training and engaging in team duties and it was these quotes that led to the bracketing of time and a contributor to personal investments.
Construction	It seemed as though time was a large issue for both the recreational and especially the national level players. Time spent with team activities like practice, games or team duties created a sense of importance for the activity. Due to the fact that the players spent so much time dealing with aspects pertaining to their involvement with basketball, it created a sense of commitment for the individuals.
Contextualization	It was this sense of time and its precious nature that ultimately led to time being a main personal investment that contributed to sport commitment for some participants.

Ben also illustrated that time was a large personal investment that he put into his commitment to wheelchair basketball in terms of games and practices. He said that time is so much an investment that it has even disrupted his family life; “like even before basketball...like my wife and I have an agreement that we will have one day where we don’t have things scheduled and I’ve blown through that, so usually when that happens we start reassessing that day”. Time was seen as a great commodity to these people where it is in terms of team maintenance duties or team matters such as training and travelling.

Effort

Effort was the second major area that participants discussed as being a key personal investment. Effort was discussed in terms of both physical effort (training) and social effort (personal connections).

In terms of physical effort this was shown through physical exertion during practice as well as games, as evident by Matts' quote from the figure above of:

But for me my big thing is that I'm not much of a, like I have fun, but I play serious. Because it takes my body, my time, my effort to do all this, I don't come down here and just like "la-ti-da", you know what I mean?

Another athlete, Erica, articulated this as well when discussing a hypothetical situation of quitting her team:

Yeah, because basically because I've done all that work and now I don't play anymore so what was the point? But at the same time there is a point to it because those are achievements that I've made, I don't know that's kind of messed up.

In addition, preparation was also illustrated as a form of effort on the part of a player. When asked about his "continued learning" player derived source of commitment, and if that related to the time and effort he put into training Joey answered "yeah and stuff like watching videos and that". Furthermore, as with time, team maintenance duties were seen as synonymous with effort as each player directly discussed time and effort going into these duties.

Aside from physical effort, social effort was also seen as a determinant of personal investments. This was described as “just the personal connections between the people that are on the team” by John. Matt described this further while talking about the relationships on the team. He stated that “teaching guys stuff and fighting through games and you know? The trust you put in” was a form of social bonding. However, he then went on to state that this form of effort did not really have any bearing on his commitment.

Another athlete took this thought of social effort in a different direction. While discussing her connection to a player derived source of commitment of “positive atmosphere”, Erica stated “because if I ever left the team then I would lose that sense of everything”. With this “sense of everything” she was referring to the support she felt from the team as well as advancing her skills. She also simply stated “all of the social ups and downs” as a form of social effort.

Money

Lastly, money was a feature of personal investments that was discussed. However, all participants who mentioned this element, except one, stated that money had no effect on their commitment. When asked about if the fact that she had paid to play keeps her coming back Ashley said “maybe a little, but I would come whether I paid for it or not”. This thought was also alluded to by another athlete that took his thoughts on money one step further. After stating that he in fact has to pay membership fees Andrew said “if I stop I would actually save money. I’d save on gas, my car, my time, my work. If I stopped I would save personally”. He then went on to refute this as hindering his

commitment. Additionally, Erica and Ben simply listed money as a resource that they could not recover if they were to stop playing.

One national level player described how money was actually a contributing factor in his commitment. Joey said that “financial wise, you always have to. We don’t get a lot of money through Sports Canada, so you have to sacrifice that”. However, he was the only player to describe money as a contributing factor of commitment.

Personal investments were present in all eight interviews; however, due to the different perceptions of this construct and how it fit into each individual’s life only four players (John, Jen, Erica and Joey) confirmed it as strengthening their commitment. For both John and Jen, this construct strengthened their commitment to the team due to the fact of their status as founding members as well as team captains. Because they have put a lot of time and effort into creating the team from the ground up as well as the maintenance of the team itself, they see this time and effort as a positive contribution. As for Erica her social and physical efforts are what contributed positive to an increase in commitment. She related all of this social and physical effort to what she stated as a “sense of everything” and if she were to stop playing she would lose this “sense of everything”. This encompassed all of her social support and she achievements. Therefore, for her, investing herself fully within basketball increases her commitment. Lastly, for Joey his sense of putting time, effort and money into his playing is something that he stated that he “has already made the commitment and I think it’s something I can’t stop”. This shows that because of his high level of play, time, effort and money are just elements of the game and ones that he does not mind engaging in.

Social Constraints

Model Effects

Social constraints was the construct that least predicted sport commitment. Although six participants (John, Jen, Ashley, Joey, Andrew and Matt) provided elements that pertain to this construct on the “player derived” sources of commitment section, no others added this construct in the “construct derived” sources of commitment segment of the interview. In addition, only three of these six players, John, Joey and Matt, confirmed this construct by linking a player derived source to this particular construct. These players later stated that this construct actually strengthened commitment. The other three players, Jen, Ashley, and Andrew, stated that social constraints had no effect on their commitment. There was no discrepancy between the collaborative interview boards and the interview transcripts for this construct. The transcripts yielded the exact same participants (John, Joey and Matt) that described social constraints as strengthening their commitment as the interview boards did. The rest of the participants stated that social constraints had no effect on their commitment. This section will be described in terms of a strengthening group and a no effect group.

Strengthen Group

Within the strengthening group the main source of social constraints were teammates. Joey and Matt, who were the two national level players in this study, illuminated most of this aspect. The quote that is shown in Table 6 was given by Joey who said “well like my teammates and coaches expect me to play and be on the national team. I’m thinking about that always. We are such a close family”. This shows that for

Table 10. Elements of and Statistics for Social Constraints

Social Constraints N=8					
“Well like my teammates and coaches expect me to play and be on the national team. I’m thinking about that always. We are such a close family”					
Definition		feeling obligated to keep playing for your team because of other people’s expectations			
Hypothesized Relationship		Social constraints strengthens commitment			
Lead-up Question		Do you feel a sense of obligation to keep playing for your team because of the expectations of others? If so who and why?			
Has Social Constraints 75% (6 of 8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	100% (6 of 6)	0% (0 of 6)	50%		
	Confirmed 50% (3 of 6)		(3 of 6)	0% (0 of 6)	50% (3 of 6)

Joey, the expectations from the people around him in the sport keep him motivated to continue being at that high level of play and to continue being a part of the national team. He later explained, while linking his player derived source of “expectations of teammates” to social constraints that his teammates “always expect you to be ready every time, and they hold you to a certain standard”. Matt mirrored this teammate expectation but spoke about his experiences at a local level:

Whether I play with this team or not, the other guys rely on me to be here to practice to make sure we have a high enough level, to keep some of the better players to make sure they are all here. Like even for me, I rely on some of my teammates to be here at practice because if they are not here and let’s say it’s a

bunch of brand new players, is it really going to be worth it for me to drive 3 hours one way if it's not going to be a high level practice?

Table 11. Data Analysis Thought Process

Theme – No Constraints	
Quotes: “When I do something because I want to and because I’m able to, if I don’t want to then it’s not fun. I’m not going to go do something that I don’t want to do because someone else wants me to” – Erica “I’ll save you on this one, for me it doesn’t apply, it doesn’t exist”. - Andrew	
Analysis Process	Thought Process
Deconstruction	The deconstruction process was evident within this theme by knowing that social constraints dealt with the feelings of obligation that was put onto a participant by others. Therefore, quotes that showed the participant alluding to feelings of obligation were contemplated.
Capturing	Capturing took place through the detailed discussions that were completed with the participants. This allowed for the collection of multiple personal and self stories, dealing with the topic under study, to emerge.
Bracketing	From this collection, quotes that dealt with pressures from teammates to stay with the team were examined and extracted. It was evident that while going through the extracted quotes that a large majority of the participants were stating that they did not experience these feelings of obligation because they were playing for their own personal reasons. This led me to believe that “others” had no bearing on the involvement in basketball for the participants.
Construction	This led me to believe that this construct did not have very much merit in the lives of the participants and ultimately led to the “no effect” group. Since participants were more concerned

	with personal reasons for participating in basketball they were not concerned at all about what others thoughts..
Contextualization	This, in turn, gave rise to the notion that others did not have an effect on their commitment, therefore, leading to the no effect group being established

Then, when asked if these other players put pressure on him he stated “oh yeah, huge, because you don’t want to skip”, “my teammates want me to be here”. He then elaborated on this thought while connecting his player derived source of commitment of “practice” to social constraints by stating that “it’s not a lone sport, you have to have other people to play with”. For these two individuals, teammate’s expectations are very evident as contributors to sport commitment. It seems that due to their national level involvement the thought of “family”, as Joey put it, is a great motivator and you do not want to let these people down by either not utilizing your skills to their full potential or by simply not going to practices and contributing as Matt alluded to. Teammates were also seen by John at the local level to be an aspect that contributed to social constraints.

While discussing his social constraints John mentioned “I feel like I should always keep playing because I have many friends on the team”. In addition, as Matt was saying, John also believes that effort in practicing and contributing was a factor. He stated “I mean sometimes when I get frustrated I feel like I can’t quit because people count on me to be there”. Furthermore, John did provide one more aspect that contributed to social constraints. Due to the fact that John is a founding member of his team, he commented that he has somewhat of an organizational obligation as well. He mentioned that “I do have an obligation to the team as well I feel. Like, we started this team, my

wife and I, with Karen's help of course, so I feel an obligation there to keep it going". He also commented that "I think I help enough that it would make a difference to the team if I just decided to quit". This sense of organizational obligation was also displayed by Ashley who stated "it's hard not to be committed when you are a founding member". However, she would later refute social constraints as having no bearing on her commitment.

No Effect Group

The no effect group consisted of Jen, Ashley, Erica, Ben and Andrew. All of these players stated that social constraints did not contribute to their overall sport commitment. Jen, Ashley and Andrew all simply stated "no" when asked if they felt obligated to play due to other people's expectations. Erica and Andrew went more in depth into their explanations as to why they don't experience social constraints. When asked if she experienced a sense of obligation to keep playing due to others' expectations, Erica stated:

No. If I can't or I don't want to, than as far as I'm concerned that's my personal situation and they can like it or not. Like I had a lot of absences last year and I was not concerned at all about what other people thought. I mean in respect to the coach I would say I'm not going to be here or sorry I was absent because they would like you to because you have to plan practices.

She then went on to say:

I'm not going to go do something that I don't want to do because someone else wants me to, I'm not going to be happy and that's going to rub off on other people and that is not good for anybody.

Andrew, the other player that provided an explanation as to why he does not have social constraints simply stated that "for me it doesn't apply, it doesn't exist" and "I'm self-driven".

As one can see, this construct did not have very much of an effect on the players. It seems however, that the higher the level of play the more one is affected by social influences. The two national level players, Joey and Matt, were the two players that stated social constraints as positively contributing to sport commitment. All other players, with the exception of John, who are all local level players, illustrated that there was no effect with this construct. This displays a characteristic of this construct that may be defined by having a certain level of play. In other words, the higher the competitive league the more it seems social influences play a part in commitment.

Perceived Ability

Model Effects

Perceived ability was another aspect that significantly related to commitment. In terms of an introduction of this construct Jen, Ashley, Erica and Joey mentioned elements of this construct in the "player derived" segment of the interview and added these thoughts to their collaborative interview boards. All four of these participants later confirmed these player derived sources of commitment by linking them to construct derived sources that they have chosen that best describes their commitment. The

remaining four participants, John, Ben, Andrew and Matt, later added the construct to their collaborative boards when the interviewer presented this specific construct to them in the “construct derived” portion of the interview. Many participants illuminated various elements that led to their inclusion of this construct on their interview boards however; there was again some discrepancy between the results of the interview boards and the interview transcripts.

Table 12. Elements of and Statistics for Perceived Ability

Perceived Ability N=8					
“Well I think I’m one of the better players on the team, like I’m better at dribbling and I’m actually one of our best dribblers, and I’m kind of helping the rest learn how to do it”.					
Definition		Your own sense of your talent and skill level			
Hypothesized Relationship		Perceived ability strengthens commitment			
Lead-up Question		So tell me a little bit about how you feel your talent and skill level are compared to the other players on the team.			
Has Perceived Ability	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	100%	50% (4 of 8)	50% (4 of 8)	25%	
	(8 of 8)	Confirmed 100% (4 of 4)		(2 of 8)	25% (2 of 8)

Found in Table 7, the direction of commitment effect is as follows: strengthens-four of eight participants (Jen, Ashley, Erica and Joey), lessens-two of eight participants (John and Ben) and none-two of eight participants (Andrew and Matt). The interview transcripts yielded similar but different findings. Within the “strengthens group”, the

number of participants that stated that perceived ability strengthens their commitment actually increased to five participants (Jen, Ashley, Joey, Andrew and Matt), showing a much greater significance of the construct. The

“lessens group” stayed the same with two participants, Ben and Erica, stating that perceived ability lessens their commitment. Lastly, the no effect group did not yield any participants, however, the remaining one participant, John, felt that perceived ability did both strengthen and lessen his commitment. Due to these effects, perceived ability was actually found to be the third highest predictor of commitment among the interview transcripts.

Table 13. Data Analysis Thought Process

Theme – Success / Accomplishments	
Quotes: “Yes definitely keeps me going, because who wants to come back if they don’t succeed at something” – Jen “Because as your sense of your own skill and talent level grows so does your sense of accomplishment” – Ashley “I’ve not only noticed an improvement in my own playing but also in the team as well. So there is also a good sense of achievement there. Not just me personally but other players and the team as a whole everybody has grown” - Erica	
Analysis Process	Thought Process
Deconstruction	The deconstruction process was evident within this theme by knowing that perceived ability is the participants sense of the own talent and skill level. Therefore, quotes that showed participants alluding to elements that pertained to their skill and talent level were considered.
Capturing	Capturing took place through the detailed discussions that were

	completed with the participants. This allowed for the collection of multiple personal and self stories, dealing with the topic under study to emerge.
Bracketing	From this collection quotes that dealt with talent and skill were contemplated and then extracted. In the case of the given theme, it was seen that players related their sense of talent and skill levels to success and accomplishments that they had had. This sense of accomplishment and success was bracketed and put up for inspection about how it related to perceived ability.
Construction	Accomplishments and successes were seen to come not only in terms of winning but also in reaching personal goals and noticing improvement in skill sets. Therefore, it seemed that as players reached certain goals, such as making a basket, this contributed to their sense of success and provided them with the thoughts that their skills were improving. As, they thought that their skills were improving their sense of their talent and skill level increased and this led to them being more committed.
Contextualization	The sense of accomplishment and success provided a great deal of meaning to the participants. The aspects that they saw contributing to their successes and accomplishments allowed them to think more highly of their own set of skills and thus this contributed to higher perceived ability and ultimately led to an increase in sport commitment due to their abilities.

From analysis of all eight interviews as well as the collaborative interview boards, two common themes arose that revealed insight into the thoughts and meaning surrounding ability and how ability affects ones engagement in basketball. The first common theme that contextually arose was success / accomplishments, while the second theme was self-perception / expectations. Each theme will now be discussed in detail.

Success / Accomplishments

Within this sub-theme there seemed to be a natural progression that was found. Players mentioned that practice and training was a large area that contributed to the notion of success and accomplishments. When asked about how being active and training has helped with ability and skill Jen responded:

It goes major into that, because I improved so much from the beginning until now, I can actually make a shot on a regular basis and I never used to be able to get it up to the net and now I can get it way above the net.

Erica also mirrored this thought while answering the question of “so just by being involved with the team your abilities have increased”? She stated “well they have. I’ve gotten faster, I’m better at pushing the basketball chair”. Matt was also a firm believer that practice yields good skill. While making a connection between his player derived sources of commitment of “practice” and perceived ability he stated “you only get talent and skill from practicing right”.

In addition to practice itself, coaches were also seen as a contributor to perceived ability. While discussing if coaches had a part in his increased ability John stated “oh definitely”. Erica also described her coach as “affecting that very much” while discussing perceived ability and the connection it had to her player derived source of commitment of “coaching”.

Ashley bluntly stated “yeah, if you don’t try, you won’t succeed”. Later while expanding on this thought she mentioned that “as your sense of your own skill and talent level grows so does your sense of accomplishment”. This sense of accomplishment was

then highlighted by Jen, Ashley and Matt as a significant reason that they continue to come back to the sport of wheelchair basketball. This is most likely due to the notion of “by nature most people enjoy doing something they accomplish or that they succeed in regardless of their definition of succeeding, it might be winning or...”. When addressing commitment and the aspect of perceived ability, Jen noted that perceived ability would “definitely have to increase my commitment because if I’m not improving I wouldn’t really want to continue”. This was also highlighted by Matt while talking about his progression through the sport from the local level to the national level. He stated “yeah it keeps you coming back when you improve. First you get to play on your club team, then the provincial team, then the national team. Yeah I think that is important”. Lastly, Ashley described her situation differently. Instead of being just personal successes and accomplishments that kept her coming back to the team it was both that element as well as successes and accomplishments as a team that kept her coming back. When asked about this she stated:

That is both personally and as a team. Even though I might not get the winning basket to see my other teammates succeed or accomplish some of the things that they wanted is also rewarding in my opinion of being a founding member. To see the whole team succeed as opposed to just myself.

Therefore, as one is involved with team activities such as practices it leads to your talent and skill level growing which in turn leads to success and accomplishments. These successes and accomplishments do not only come in the form of winning games, tournaments etc. but can be aspects such as making shots, defending players or learning

new skills. It was then found that these successes lead to how a player perceives themselves and their skill set.

Self Perceptions / Expectations

The definition that was given to participants during this study for this specific construct was “your own sense of your talent and skill level”. When asked how they see themselves compared to other athletes Jen, Joey, Andrew and Matt all noted themselves as being good. John and Ashley noted themselves as being, in Ashley’s words “right in the middle”, while Erica and Ben described their skills as not being very good. An interesting note was that Ben described his playing abilities as low but then went on to say that his coaching abilities are high. He then mostly focused on his coaching abilities after stating “I think my ability is low” in terms of playing skill.

For the group that described themselves as being “good”, it was evident through their thoughts and opinions that their attitudes towards themselves and their skill seemed to be more positive than the “middle” or “low” groups. While discussing how she was compared to the rest of the players on her team Jen said:

Well I think I’m one of the better players on the team, like I’m better at dribbling and I’m actually one of our best dribblers, and I’m kind of helping the rest learn how to do it. Like I’ve said I’ve increased my ability to shoot because when we first started I couldn’t even do that, I couldn’t get it up to the net.

This positive attitude towards skill was also noted by Andrew who commented:

I think I'm pretty good, yeah. I have the height, like everyone has something and I have the height and the control and those are very important in wheelchair basketball because the chair is a part of you, but I think I'm pretty good.

Both of these players reside on local level teams, whereas Joey and Matt both play not only for local level teams but also the Canadian men's national team as well. While giving insight into why he thinks he is good compared to others Joey noted:

You know you have the sense that you're good enough to play the sport and I'm fortunate enough to have that skill to take it to the next level. I'm always training trying to get better, trying to improve every day so.

When asked if he then thought he was at a high level he responded "yeah I am at a very high level for where I am right now compared to others". Matt also represented this positive attitude. When asked if he thought of himself being very good he bluntly said "yep". Then further into the discussion, when asked where he thought he ranked versus other people in his classification he stated "in Canada? Top two. Probably in North America, top two". Being national level players, these two individuals must have confidence in their skill to play at such a high level and these quotes demonstrate this very notion. The individuals in the "middle" group share this confidence but are however also reserved in their opinions.

When asked to discuss his thoughts on his own skill and talent level John commented "I'm definitely not the best player but I wouldn't say that I'm the worst player either". He then went on to state:

I mean as far as helping the team on the court, I might not be the greatest help, like I might miss a pass or, I'm getting a lot better at scoring so that may not be so much of an issue. But you know I may drop a ball or I'm not as fast as the next guy but as far as keeping the team motivated and trying my very best to do what I can.

Ashley also made similar comments regarding her skill. When asked about her skill she noted:

With my position I'm not the fastest and I'm not the best. There are other people on the court or team that could play the position I play but it's just one I like to play. I've probable taken hundreds of shots by now and missed three quarters of them but if you don't take them you don't know, so.

However, when asked to compare herself to the rest of her team she commented that she was

"right in the middle" and then went on to expand on this comment saying "It's alright I do my fair share of getting in the way and trying to fill the holes and be in the right place at the right time or fighting for the ball, trying to drive people out".

For the group that described their ability as low their comments towards their skill were more negative than the prior two groups. While describing his thoughts Ben said "yeah, I think my ability is low. I want to improve it but I'm aware that I might not be able to". In addition, while discussing the dynamic between abilities on the team he mentioned perceived ability as being negative for him because of "me being not as good as everybody and that I want myself to be". Furthermore, Erica also described her ability

as low mentioning “I don’t feel that I am as good as the other players, especially because I’ve gone down in ability since being there because my disability has since progressed. I don’t feel I’m much of a value to the team”. However, her outlook is not all negative towards her skill. While discussing the sport of wheelchair basketball in general Erica commented:

I still have a lot of learning to do. I’m in no way the perfect basketball player, I’m far from it. I’ll never play at the level that some people can play at and that’s not important to me. I’m not out there to be the best at it. I’m just out there to try my best and I certainly put in every effort to get better at it but I’m never going to progress beyond where we are at. It’s just not going to happen and that’s fine with me.

In addition to putting in her best effort, Erica also said that perceived ability was linked to confidence level. While describing her player derived source of commitment of “social support” Erica stated that “it goes with perceived ability too because if someone is encouraging you it changes your confidence level”. This notion of an increase in skill equals an increase in confidence was also alluded to by John and Jen who both stated that increased skill and success “gets their confidence up”.

One area to note while discussing perceived ability is the classification system or scoring system that is in place in wheelchair basketball. Due to the nature of this system “low level” players are on the court at the same time as “high level” players and this creates a contrast of not only functional abilities but also skill level in some cases. Out of the four players who described their abilities as being in the “middle” or “low” only one

player, John, described himself as being “near the top of other .5’s”. He noted that this was due to himself having:

The majority of the use of my hands and I can use my legs a little bit like my trunk isn’t as strong as I’d like it to be but as far as other .5’s go I think I’m at the top.

All three other players still stuck with their descriptions of being in the “middle” or “low” when comparing themselves to their respective classifications.

To sum up perceived ability Matt provided a quote that encompasses all thoughts displayed on this topic. He said:

But at the end of the day it’s one of those things where it is what it is. I don’t think it makes you play any harder, I just think being good makes it so that you feel like you’re getting somewhere. Like if you put in all this time and you still feel like you’re not very good, you wouldn’t, I don’t think, be motivated.

This quote shows that progression in terms of skill leads to a greater self perception and confidence in your abilities which then leads you to be motivated to continue playing.

This can be seen through the responses given by the participants. The groups that described their abilities as being “high” feel like they are getting “somewhere” and this is what motivates them to continue with this sport. In addition, the people who described themselves as being in the “middle” in terms of skill can still see that progression and this leads to motivation to continue. Whereas the individuals who perceive themselves as having “low” ability see themselves as less valuable and are more likely to have a negative experience within the sport and may end up discontinuing their participation.

Social Support

Model Effects

The summary of the Table 8 below indicates that social support was the second largest predictor of commitment after sport enjoyment. There was no discrepancy between results of the interview boards and the interview data from transcripts for this result as both yielded social support as being the second highest predictor of commitment. Five out of eight players (John, Jen, Ashley, Erica, and Andrew) described elements of this construct during the “player derived” sources of commitment section of the interview while the three remaining players (Joey, Ben and Matt) accepted this construct when presented by the interviewer during the “construct derived” sources of commitment section of the interview. All five players that provided elements of social support during the player’s derived section of the interview went on to confirm this construct by linking their given sources of commitment to construct derived sources. In terms of the direction of commitment effect, seven players described social support as increasing their commitment. While the only player to report social support as being “more negative than positive” and lessens commitment was Ben. However, in terms of direction of commitment effect, there was a compelling finding as three players, John, Erica and Ben, mentioned how social support can actually increase as well as decrease commitment. This idea was also alluded to by other players who said that they have seen this aspect in other players as well. The analysis of this construct yielded that along with this negative idea of social support, there were also themes of a positive environment as well as a chance to meet friends that positively contributed to an increase in commitment.

Table 14. Elements of and Statistics for Social Support

Social Support N=8					
“Yeah, I’ve been playing for him since I was 16 so he’s been like my 2nd dad. He’s always trying to encourage me more than I encourage myself”					
Definition		The encouragement and support you may feel from other people for playing for your team			
Hypothesized Relationship		Social support strengthens commitment			
Lead-up Questions and Responses		Do you feel this encouragement and support from other people for playing? Whose encouragement and support are most important to you? Coaches (5) Teammates (4)			
Has social support 100% (8 of 8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	62.5% (5 of 8)	37.5% (3 of 8)	87.5%	12.5%	0%
	Confirmed 100% (5 of 5)		(7 of 8)	(1 of 8)	(0 of 8)

Social Support as Negative

The hypothesized relationship between sport commitment and social support is that social support is supposed to increase commitment and traditionally that has been the case. Within the current study it was found that social support can in fact increase as well as decrease commitment towards a sport. John, Erica and Ben gave great insight as to why this could be potentially happening. Two sub-themes were found under this “negative” umbrella. The first is that the role of one’s disability and classification had a

negative effect on how one would be interacted with. The second, more isolated issue, are social situations that players found themselves in with dynamics of their respective teams.

Table 15. Data Analysis Thought Process

Theme – Social Support as Negative	
Quotes: “Coaches are important to but I think most times they are the ones most guilty of what I don’t like is the over encouragement” – John “I think if he encourages people to much they could lose the passion for everything” – Joey	
Analysis Process	Thought Process
Deconstruction	The deconstruction process was evident within this theme by knowing that social support was characterized as the encouragement and support that you received from others. Therefore, quotes that showed participants alluding to elements that pertained to encouragement and support from others was considered.
Capturing	Capturing took place through the detailed discussions that were completed with the participants. This allowed for the collection of multiple personal and self stories, dealing with the topic under study, to emerge.
Bracketing	From these collections various quotes relating to encouragement and support from others were extracted and held up for consideration. It was noted that a negative light started to emerge in some comments and due to this being in direct contrast from prior research this was noted. As this theme began to be more prominent within the transcripts it was later bracketed out as being a contributor to social support in a negative sense.
Construction	As participants mentioned coaches and teammates as being the main offenders of negative social support it became clear that there is in fact a negative side to social support for people with physical disabilities. This had a profound meaning in some

	participant's lives as they mentioned that this was something that they had struggled with since childhood.
Contextualization	Therefore, if someone is receiving a negative form of social support it does not positively contribute to sport commitment and if it precedes to a high enough level, this could deter the individual from continuing with the team. Different forms of encouragement mean different things for various players. These players wanted to be treated equal to their stand up basketball counterparts and by "babying" them; it is only demeaning them and not driving for the equality factor that these players are looking for.

The initial trigger to this negative sense of social support is the classification system. While discussing her thoughts on social support, Erica commented that she has been bothered by the fact that she has been referred to as a "lower level player". While talking about her coach she stated:

He sort of compares us to the rest like "oh we need some of the lower point people here" because of whatever, and it's like do you have to do that? I already know I'm not as physically capable as some other players but do we have to rub it in?

This shows that for Erica being regarded as a lower level player is offensive and when she is spoken to using such terms it is saying aloud that she is not as "capable" as other people. This thought that the classification system is somewhat of a hindrance was also shown by John, who when asked if he finds that encouragement actually comes and goes with the point system responded, "yes, actually that is right on". He also elaborated on this while speaking about his coaches by stating:

They are the ones most guilty of what I don't like is the over encouragement. If I could give an example, one player on our team is really good right and he gets yelled at all the time because they expect him to do well, so like if he drops a ball it's "oh, so and so, why did you drop the ball you can't drop the ball come on", where as if someone else drops the ball like a .5 drops the ball it's not a big deal. Well it is a big deal right, everyone should try their best to do what they can. You don't need to flip out on them or nothing.

This quote also shows that there seems to be different levels and forms of encouragement that are associated with the different levels of the classification system. This was also shown by Ben who, when asked about if he thought there are different types of encouragement within the sport itself based on abilities and classification, answered "well I think there is definitely". With the different levels of encouragement, so to there can be too much encouragement for players as well. While expanding on the notion of "too much encouragement" John commented:

I play the best I can, I don't need somebody telling me "oh you're doing excellent" you know, that's the thing, I'll do what I can to do it the best that I can. But I don't know whether, I just don't need that kind of encouragement. It's good if the coach comes up to you after practice and says "that was a really good practice today" you know, that's fine. But constant encouragement isn't really my thing.

John stated that most times coaches were the worst contributors to this:

One thing that I found was, depending on who was coaching at the time, is the level of.....if they are a new coach they're kind of like not sure where everybody's

skill level is at and not sure how to communicate with everybody. The thing is that we all have disabilities sometimes a coach will come in and be like, sort of almost baby us even though we're all adults, which is something that I really don't like. I want them to treat us as if you know we are the same as any other team, stand up or you know.

John then discussed how most time coaches would center out lower level players with comments such as "oh yeah, you caught the ball, oh yeah good for you!" and that this would contribute to the thought of being treated "like babies just because we have disabilities". The reason that this was such a pressing issue for John was due to him receiving this notion of too much encouragement his whole life due to his disability which he then related back to his experiences in basketball:

All throughout my life I've gotten that, too much encouragement for not really doing anything over spectacular. I mean I'm not, I don't want to say it but I'm not stupid, I know how other people play in comparison to how I play so I don't want you to tell me that I did a great job just because I caught a ball, like everybody can catch a ball right. That's my own perception, if other people need that, that's fine, that's just how I feel.

While discussing their thoughts on this topic of too much encouragement Joey and Matt also had insights. Joey, while talking about his coach, commented that he thought "if he [coach] encourages people too much they could lose the passion for everything". In addition, Matt also had insights into this topic. While not experiencing this himself he

stated that “at the lower levels [of leagues] I think that sometimes they are not hard enough”. When asked to give an example of this he noted:

Well it’s all good to go out and be like “yeah lets go out and win this game”, but like not calling a spade a spade and being like “oh good try” all the time. When you say good try all the time, like yeah it’s positive but if you never have any constructive criticism no one will ever improve. That's just the way it is.

From these quotes it can be seen that this issue may be a larger issue than can be seen in wheelchair basketball. An additional way that disability played a negative role in social support is that teammates sometimes did not understand the extent of another person’s disability and would hold this against them during play.

Both Erica and Ben noted this as an issue for them. While relating her player derived source of commitment of “health” to social support Erica said:

I would say health also has a negative impact of social support because you would think that people with disabilities would have more understanding than they do but they just simply don’t. I’ll never get that because they all have disabilities themselves so they know what it’s like to have something and they just don’t get it and I wish they did because they could have a lot more understanding and be a lot less judgmental. I had to sit out of practice last time because I was having some seizure issues and I didn’t explain it, I just said there was a reason that I was sitting out.

Ben also had similar thoughts stating:

They don't understand disability, they understand their disability. When they don't push they are just tired, whereas for me there are things that prevent me from doing that. So they see that as me not wanting to push and when you put me at that level that I can't be and want me to be then that becomes frustrating.

In addition Erica and Ben also encountered social issues that lead them to believe social support as both positive and negative in terms of commitment. Both individuals described incidences in which they thought that there was not as good of a social network within the team as there could have been and this caused a negative experience for both players on their respective teams.

Therefore, due to players being assigned different levels of classification based on their functional abilities, this then seems to lead to different types of encouragement for those specific point levels, in most cases too much encouragement for players with a lower point level. This sense of too much encouragement is then seen as negative. In addition to the thought of too much encouragement, teammates, who are other people with disabilities, are stated to also treat other players differently based on disability due to the fact that they do not understand the intricacies of having other specific disabilities. These other players only see this as a hindrance to their team or as a lack of effort on the part of the player. However, social support was also seen as contributing to an increase of commitment as well. This was seen through a positive atmosphere as well as a chance to meet friends.

Positive Atmosphere

Elements that contributed to a positive atmosphere were given by a number of participants that explained social support. While discussing her thoughts on social support Ashley spoke of the sport in general first:

Personally, I find wheelchair basketball very sportsman like. There's not a lot of "screw you" kind of attitude. Once you get to know people, everyone is cheering everyone on whether you make the shot or not. It's kind of ironic in a way because it helps with the social support of it; it helps with the sense of being a part of a team.

This thought that the sport itself was a very supportive one was also shown by Erica when she was discussing thoughts of her team:

Well part of it is that everyone has a very positive attitude there is no verbally demeaning remarks. Like if someone can't do something, just the attitude is very different. If you try your best then no one yells at you for making a mistake, it's just "oh next time try this". It's just a much different...it's very different. But at the same time as that the coach pushes you and tries to push you beyond what you think you can do. If you can't then you can't, but he's very good at pushing for that reason and he is very good at encouragement and giving us a challenge but at the same time he has a good sense of humor. Everyone has a good sense of humor and is very encouraging, like the whole team is like that. So it's a very positive atmosphere.

In addition to the team atmosphere Andrew also spoke of his team being a smaller part of a greater contributing community that surrounds his team:

Like the players, the coach, the coach's friends, people at reception, in the weight room, swimming, there's people to help you with the equipment to help you go in and out. It's a community and a community where it is an open environment where disability is not an issue at all, whether you have it or don't have it, it makes no difference at all, everyone comes in with their own bag for the gym and it's like "hey you going to the gym or swimming or what."

These quotes show that the sport is seen as an inclusive and supportive one in and of itself as well as the environment that surrounds these teams and their players. One aspect that largely contributed to this supportive atmosphere was teammates. As Matt mentioned while making a connection to his player derived source of commitment of "teammates", "they are the main ones for social support". Teammates were often spoken about in a very positive fashion alluding to the fact that they were one of the main contributors to social support. Andrew commented "as for the teammates, I love coming and playing for them, there is team cohesiveness, it doesn't matter what they do, it does exist". In addition, Jen stated "seeing everyone encourage each other to do better and to encourage each other on the court to do a drill, like just cheering each other on, it's great to see that, it's just a good atmosphere to be around". Ashley also stated, while discussing a link between her player derived source of "being a part of a team" and social support that "well, who better to get it from than your own team"? As was mentioned before, wheelchair basketball seems to be a very inclusive game and this was supported by Erica, who stated that:

I never make shots but if I aim and it doesn't go in people say "oh nice try" or something like that. We support everyone the exact same way, even if someone is a 4.5 and they miss we will say "hey nice try", you know?

Erica would then go on to say that "when somebody feeds you that kind of positive attitude consistently overtime, it has a positive effect". This shows that along with the social support that one feels, a constant dose of this support will ultimately lead to a positive atmosphere for not only individuals but for a team. Matt took his form of support from teammates in a different direction. Rather than speak of his teammates only in terms of support for playing he also spoke of how his team supports him with what he called "life stuff":

Well when I got hurt being around other people on the team that have been through it before helps you know in different ways...for example going on the road, getting in and out of the bathtub easily, like just different little tricks that doctors and hospitals don't know that you can pick up from here or there. So I think that is a big thing.

Aside from teammates, coaches were also noted as a significant contributor to the positive atmosphere that leads to social support. Andrew states "everybody is equal; the team, coach, I think everything is almost equal but if you wanted to pinpoint a certain one I think it would be coach because that is the focus for it right". When asked whose encouragement and support actually means the most Ashley commented "I would say that the people in the coaching positions, whether it be the actual coach or someone filling in". This thought was also highlighted by Erica, Joey, Andrew and Matt, who all

stated coaches as being important to their social support. These notions of a positive atmosphere also lead to a number of friendships being formed which in turn also related to social support.

Chance to Meet Friends

One facet of this sub-theme that seems to be a reason for social support is that people with disabilities receive the opportunity to interact with other people with disabilities. After Jen mentioned that “a lot of people keep coming back for that reason” [social benefits], she noted that:

Just cause a lot of people with disabilities that have a lot of problems getting out in the community and doing something, and this is a good way for them to come out and meet friends and interact a little bit.

This was also shown by Matt, who while talking about his social support stated “Just friends right, like overall friends you meet and become good friends with that are in the same situation. It’s kind of cool”. This shows that as one participates in sport, in this case wheelchair basketball, you receive, as Jen commented, the chance to meet “a lot of new people that had the same disabilities and the same type of passion for the sport”. John also showed that he made a lot of friends through the team that contributed to social support:

Well the social support you know it’s....you’re hopefully, the majority of the team you get along with and become a unit. It’s important to get along. Just try to be friends with as many of the teammates as you can, you know. I’ve made a lot of friends through the team.

This notion of sport friends that contribute to social support was also seen at the national level by Joey who commented that:

I think you just make great friends with your teammates and people that play on other teams or other countries. Like when you play on the national team you just enjoy seeing the people and interacting with them. That would be one thing that I look forward to most of the time.

As one can see, social support, although a highly positively contributor to sport commitment for the current population, was also a complex one in that numerous players indicated that social support can actually increase commitment as well as decrease commitment. However, for the majority, social support was a positively contributing construct for the fact that it provided a supportive positive atmosphere and gave players a chance to meet friends that contributed to social support.

The discrepancy between the collaborative interview boards and the data collected during the interview process seemed to be a larger issue than initially thought. In terms of concluding the top three contributors to commitment for this study, the collaborative interview boards yielded that sport enjoyment was the top provider, followed by social support which was followed by involvement opportunities. While the interview transcripts yielded the same top two contributors to commitment in the same order of sport enjoyment and social support, but was then followed by perceived ability. This shows that there is some reliability in the collaborative interview board method used; however, there are still some limitations which will be discussed in the following chapter.

In conclusion, the frame of commitment for the participants in this study seems to stand on two main pillars which are sport enjoyment and social support. This shows the sense that these individuals attach a great meaning to the enjoyment aspect of the sport and more specifically the benefits derived from this sense of enjoyment. One of the elements that transcend both of these constructs is the notion of a positive atmosphere or environment. This alludes to the sense that as one grows to enjoy the sport, their meaning of enjoyment grows to other, more external areas of sport in general, such as social areas, and once these connections are made the positive atmosphere that occurs encompasses one's full view of the sport. These interactions shape one's view of the sport and their commitment to it and allow them to see their interactions, both personally and socially, as opportunities to engage in enjoyment, which is ultimately their key attachment to this sport. These opportunities to engage in an enjoying activity then allows for these individuals to experience other sources that contribute to their commitment such as perceived ability and involvement opportunities. It is these elements as well that combine to strengthen implicit commitment and adhere to the overall meaning given to the sport by the individuals within this study.

Chapter 5

Discussion

The purpose of this study was to contribute to the limited body of literature on the sport commitment model (SCM), namely the lack of qualitative studies as well as the clear lack of representation of adaptive sport. Adaptive sport had not yet been addressed within the SCM literature and this, in the mind of the researcher, was a grave fault due to the number of participants that actively participate within adaptive sport. During this examination, not only were the traditional SCM constructs addressed but also the constructs of perceived ability and social support. These constructs were addressed due to their current uncertain states as possible constructs of the SCM. As a result, this study took an interpretive approach that aimed to find the meanings that constitute the action of sport commitment for individuals with physical disabilities participating in the sport of wheelchair basketball. The specific research question that this interpretive study addressed was “what are the underlying factors for continued participation for individuals with physical disabilities participating in wheelchair basketball”?

Within this chapter, the results from the preceding chapter will be discussed further in order to give the reader a proper detailed answer to the research question that was outlined. This will be done by discussing each individual construct in terms of its results and its meaning to the study, as well as how it compares to, or differs from, previous research findings. This will then lead into a discussion of my thoughts on the inclusion of two new constructs as an extension of the current model. Following this, implications of the study as well as suggestions for future research are discussed.

The top constructs that positively contributed to commitment to wheelchair basketball differed between information yielded by the collaborative interview boards

and the interview transcript. However, for both modes of information, sport enjoyment (being the most well identified construct) and social support (being the second most identified construct) were seen as the constructs that most significantly contributed to sport commitment. Following these, the contributors to commitment were similar yet different between the collaborative interview boards and the interview transcripts.

Analysis of the information showed that following sport enjoyment and social support, the collaborative interview boards indicated that involvement opportunities was the next top contributor to commitment followed by perceived ability, personal investments, social constraints and lastly involvement alternatives. The interview transcripts showed that after sport enjoyment and social support the next top supplier of commitment was actually perceived ability followed by personal investments, involvement opportunities, social constraints and lastly involvement alternatives. This shows that, while there were different findings among the two modes of information, these findings are almost interchangeable, with the exception of involvement opportunities. This discrepancy was most likely due to the fact that participants did not thoroughly understand the definition as well as all various aspects pertaining to involvement opportunities. It was seen many times throughout the interview that participants would mention aspects that would pertain to this construct but would then go on to say that they did not feel this construct relates to them. Aside from this construct, all other constructs seemed to have similar inherent meanings in the lives of individuals in this study. A discussion will now take place relating to each individual construct.

Sport Enjoyment

As was mentioned in the preceding chapter, sport enjoyment was the number one construct that contributed to continued persistence in wheelchair basketball for the participants in this study for both the collaborative interview board as well as data obtained from interviews. This is in direct relation to previous research, as the sport enjoyment construct has been commonly found to be the most significant predictor of commitment in the past (Scanlan, Stein & Ravizza, 1989; Carpenter, Scanlan, Simons & Lobel, 1993; Weiss & Weiss, 2007; Jeon & Ridinger, 2009; Choosakul, Vongjaturapat, Li & Harmer, 2009).

In fact, a number of studies have even found that participants have correlated various other constructs of the model into their thoughts on sport enjoyment, coupling this construct to others (Carpenter et al., 1993; Weiss & Weiss, 2007; Choosakul et al., 2009). This notion was also found during the current study as a number of the sub-themes found under sport enjoyment are contributors to other constructs. The sub themes of being active, competition / challenge, accomplishments / success and positive / social atmosphere that were found can arguably be considered aspects of other constructs. For example, being active and competition / challenge could be a part of involvement opportunities, accomplishments / success could fall within perceived ability and, positive / social atmosphere could be included within social support. For example, Choosakul et al. (2009) found this pattern when discovering that perceived ability, social opportunity and social support, as well as, personal investments and negative affect, were all related to sport enjoyment. This is also consistent with Crocker, Hoar, McDonough, Kowalski and Niefer (2004) who stated that there are a number of interpersonal factors that are

associated with sport enjoyment such as challenging skills, social involvement and friendships, high activity levels, task oriented achievement goals, personal accomplishments and many others. This shows that an athlete can enjoy a number of aspects of participation, and due to this, other areas of commitment will be woven into their sense of sport enjoyment to make it the most significant predictor for their continued participation, as was the case with the current study.

The sense of being in a positive team atmosphere and being given the chance to be active, all while striving for mastery was a common thread among the participants. Seeing oneself gain a better well-being in terms of fitness as well as progression within the sport in terms of skill and winning games seemed to contribute to an overall greater sense of enjoyment. This seems to be the likely case as if an individual was not doing well within the sport and was not seeing his/her experiences in a positive light, then the likelihood of this individual having high sport enjoyment is low. As Ashley said “by nature most people enjoy doing something they accomplish or that they succeed in regardless of their definition of succeeding”.

By having the chance to be physically active, as well as participate in a positive and social atmosphere, it has been found that people with physical disabilities relate various aspects of enjoyment in recreational sport to empowerment and this contributes to an overall greater well-being (Ashton-Shaeffer, Gibson, Autry & Hanson, 2001). This empowerment can have a great impact on an individual and their life, leaving the individual with a greater sense of themselves and adaptive sport is one avenue that this empowerment has an opportunity to grow. It has been stated that involvement in meaningful recreational activities reduces feelings of helplessness and lack of control

which in turn creates this sense of self empowerment for individuals with disabilities (Caldwell & Gilbert, 1990). Individuals with disabilities of any sort can benefit from recreation and leisure involvement as it affords opportunities to exercise control to be self determining, to be self-efficacious and most of all provides enjoyment and relaxation (Caldwell & Gilbert). Enjoyment was the most significant contributor to commitment and will more than likely continue to be as there are many aspects of it that led to an overall greater experience of the certain sport or activity that an individual is engaged with. For individuals with disability, enjoyment has been seen to not only be a positive for the current program but also the future as well. Enjoyment may actually extend beyond the present and provide people with cognitive and psychological resilience to enhance their beliefs that they can manage the ongoing stressor that they may encounter in their lives (Hutchinson & Kleiber, 2005). Enjoyment is about a lot more than simply liking a program that you are involved in, by engaging in an appropriate, enjoyable program one can drastically enhance a number of areas in their lives and this can help changes lives for the better. Recreational activities and pursuits are great outlets for this enjoyment and involvement can mean great things for people with disabilities.

Involvement Opportunities

Involvement opportunities was a construct that had great significance to the study in that it had the second strongest influence on commitment for the collaborative interview boards, but when participants were asked about this construct in the construct derived sources of commitment section of the interviews, it did not have as much influence. This was likely due to the participants not fully grasping the connection between their opportunities and the specific definition of the construct. This pattern is

somewhat consistent with previous research. There have been two previous studies that found involvement opportunities to be a highly significant contributor to commitment (Carpenter & Coleman, 1998; Alexandris et al., 2002). Carpenter and Coleman found that involvement opportunities actually consisted of two categories, recognition and social. Recognition opportunities are areas such as winning awards, whereas social opportunities are areas such as making friends. This was consistent with the current research as players identified exercise as one of the main reasons for participation which would fit into Carpenter and Coleman's recognition category. This is due to recognition of physical benefits that exercise affords to them. This would be due to the fact that getting in shape or maintaining health is a common facet of sport and multiple individuals cited this as a reason for their joining and continued participation. Iwasaki et al. (2006) found that meaningful recreational pursuits provided opportunities to gain strength both physically and psychologically which ultimately led to perseverance as well as empowerment. In addition, the theme of being part of a team would fit into the category of social opportunities as being a part of a team atmosphere is a very social experience.

It is no surprise that this construct was found to be a significant predictor as I believe notions of this construct stem from childhood for most of these individuals. For example, John spoke of how he never had the chance to play in a team sport while he was young due to the fact that there were only "one or two people in wheelchairs in school". This implies that for John and perhaps a vast majority of other individuals with childhood physical disabilities that do not receive the opportunity to partake in team sport, that adult opportunities are a way to garner aspects related to those missed experiences. Children with disabilities have actually been found to participate less frequently and less intensely

in formal and informal recreational activities (King, Petrenchik, Law & Hurley, 2009). If recreation and leisure providers can find a way to appease more children with disabilities and provide more and diverse opportunities for them, we would be able to mitigate situations where adults never received recreational opportunities during childhood. However, being a part of a team actually increases a sense of belonging for people with disabilities (Specht, King, Brown & Foris, 2002). Interacting with team members in the team atmosphere actually helps to establish relationships which strengthens interpersonal bonds and relates to an increased sense of belonging (Specht et al.).

In addition, the personal gains that individuals' were experiencing, such as an increase in self esteem and confidence, contributes to a greater sense of positive emotion as well as increased positive attitude about oneself which seemed to correlate with a greater experience. Essentially, the intrapersonal increases that were made felt good to these individuals and basketball is an arena for this growth to continue. Therefore, continued participation due to this construct makes sense as it not only increases physical opportunities but also opportunities for personal growth and betterment of the self. This lends itself to the concept of self efficacy. Self efficacy is a situation specific form of self confidence, or the belief that one is competent and can do whatever needs to be done in a specific situation (Gill, 1986). Participation in wheelchair basketball for these participants was said to have affected their off-court confidence and esteem in terms of general life satisfaction, as well as, their on-court confidence and esteem in terms of areas associated with the game itself. This means that the gains that they see on the court are actually generalizing to other areas of these individuals' lives, which is consistent with a growing self efficacy.

A final thought on involvement opportunities is that there was a slight difference in the responses given by the national level players compared to the local level players. One national level player, Matt, spoke to how his opportunities were on a more global scale. Being a part of team Canada he is able to travel the world and “meet people from all walks of life”, as well as give back where ever possible because “it’s easier to do when you are ‘someone’”. Local level players are not afforded these experiences, therefore, the high level of competitiveness one gets to the more opportunities they potentially have.

Involvement Alternatives

This construct revealed interesting findings. Consistent with prior research, a weak relationship was found between involvement alternatives and sport commitment. Five of the eight participants stated that there was either no effect on their commitment from this construct or they actually controlled for it in order for issues surrounding this construct to not become a concern. Studies in the past that have found involvement alternatives to be significant deal with burnout as well as entrapment based commitment (Raedeke, 1997; Weiss & Weiss, 2003). The only player to say that this construct did in fact lower her commitment towards the team simply enjoyed her volunteer activities more than playing basketball. In addition, an attitude/behaviour relationship (Gill, 1986) could be an element of this lowered commitment as well. An attitude/behaviour relationship suggests that attitudes predispose or direct an individual to behave in a positive or negative way towards an object (Gill), in this case basketball. This individual, Erica, was the only participant to state that she had a very negative experience with her team that lasted a long time. She could have possibly harboured negative feelings from

this experience and due to these negative feelings and attitude could generalize this to her playing experience, thus making it negative. This coupled with her love of her volunteer position, could be the specific reason she chooses her volunteer position over basketball.

Therefore, as Scanlan, Carpenter, Schmidt, Simons and Keeler (1993a) feared, this construct is not a significant factor in these athletes' lives. This is most likely due to the fact that these players simply have found a sport that they love and because of this they do everything in their power to engage, whenever possible, in this sport, which is a positive attitude/behaviour relationship.

However, in direct contrast to prior literature on this construct, it was found that two players, John and Ben, actually had an increase in their sport commitment due to involvement alternatives. John stated that his involvement alternatives actually increases his commitment where as Ben stated that his involvement alternatives increase, as well as decrease, his commitment.

John is involved with several committees that work for the betterment of the lives of people with disabilities. He had stated that they "were all connected" and that he felt due to this, his commitment to his basketball team increased because when he was engaging in activities for these committees he was helping the greater community of people with disabilities. Therefore, even if he had to miss a game or practice he still felt as though he was doing a service for the community of people with disabilities and thus did not see it as hindering his commitment towards the team but in fact increasing it. To him his involvement with basketball as well as his extracurricular activities seems to be a reciprocal process that works to strengthen and empower the community for people with disabilities. He sits on the board of directors for Independent Living Canada and well as

the Accessible Sports Committee in Niagara. Since these all have to do with “helping people with disabilities” as John said, it provides a better atmosphere for people with disabilities, which in turn provides better opportunities for these individuals, such as basketball programs, which then feed back into the positive atmosphere and growth and empowerment of this community.

Ben on the other hand, stated that his alternative of coaching actually increases his commitment to the sport as he loves “when this community gets together and supports one another” for “a greater purpose”. He stated that he is now participating in basketball more for this reason rather than what he called “doing it for myself”. Again, like John, Ben is concerned more with the greater community of people with disabilities and this leads itself to an alternative opportunity increasing his passion and commitment for basketball.

Therefore, consistent with previous research, this study found that involvement alternatives did not increase sport commitment for the majority. However, in contrast to these previous studies, two players in the current study stated their involvement alternatives actually increased commitment.

Personal Investments

Several studies have found personal investments to be a contributing factor to sport commitment (Alexandris et al., 2002; Wilson et al., 2004; Weiss & Weiss, 2007). The current study found that while there was some reaction to this construct, it was not a main contributor to sport commitment.

The results of this construct yielded three main themes which are time, effort (both physically and socially) and money. As was mentioned in the preceding chapter

these themes were seen across the strengthening group as well as the none-effect group suggesting that these themes can affect various individuals differently.

Time was seen to be a factor both positively as well as negatively in one case. Time was spent not only in the form of practice and games but also in team maintenance duties. The national level players seemed to take the element of time more seriously and critically than the recreational level players. As was evident by the comments made by Joey and Matt, their time needs to be more structured and purposeful in order to adhere to their national level standards. On top of two to three practices a week with their local club, these individuals also have national level obligations. These players spoke of purposeful time more than any other individual and this provides substance for the difference between the recreational and elite level athlete.

Effort was seen in both the social as well as the physical sense. Social effort was highlighted by personal connection and interactions made with team members and individuals connected with player's respective teams. Effort in the physical sense was highlighted by team maintenance duties and exertion in practice, games and preparation for these. Effort, in both domains, on the part of the players was seen in both recreational level players as well as national level players suggesting that this is a concept that transcends all committed athletes regardless of competitive level.

Lastly, the theme of money was evident; however, was not a significant factor. Only in one case, Joey's, was money actually mentioned as being a large part of a commitment picture. This was due to the financial costs of being a part of the national team. Other participants simply stated money as being an investment that they could not get back if they were to stop playing.

The case can be made for this construct that the participants, due to the lack of other team sport outlets in their residing area, feel that in order to be active they need to spend their time, effort and money in this sport as it is one of the only outlets in which to do so. As Alexisandris et al. (2002) suggest from their study on exercise and fitness participation, individuals who are willing to spend more money, time and effort are less likely to drop out and this is what was seen in this study as all participants have played for several years.

Social Constraints

Social constraints was the construct that least contributed to the sport commitment of participants in the current study. Only three participants stated that this construct in fact strengthened their commitment. It is interesting to note that two of these three players, Joey and Matt, were the national level players that took part in this study. This suggests that at higher competitive levels of play this construct may be more viable. In these two cases the athletes spoke of teammate's and coach's expectations. This may be due to the extreme competitive nature of elite level sports where if you work well with and impress a coach and your teammates then you may be afforded a spot on the team whereas if you do not then you may not play. Therefore, to spare what Scanlan, Carpenter, Schmidt and Keeler (1993a) call "negative sanctions", these players are conscious of, and are concerned with, what their teammates and coaches think of them and their skills. This is in direct correlation to Casper and Andrew (2008), who in a study of collegiate level tennis players, found that elite level athletes reported higher levels of social constraints than recreational athletes, which was the case in the current study.

As recreational pursuits are generally geared towards enjoyment and friendly competition it would make sense that the so called “feelings of obligation” are not present among the recreational athletes that took part in this study. The majority of the players’ spoke of themselves as being “self driven” as Andrew stated. Therefore, this shows that at the recreational level participants may be more conscious of themselves where as at elite level play, expectations of others becomes more of an influencing factor in the commitment of these individuals. In terms of being self driven and self motivated, it is essential that individuals with disabilities acquire an attitude such as this because it has been noted that many people with physical disabilities, especially ones with highly visible impairments, are most likely to have experienced negative community reactions that led to restricted recreation participation for some people (West, 1984). Therefore, this overall sense of independence shows strength to overcome stigmas and stereotypes that the general public may have about people with disabilities and recreational pursuits. By staying involved and not succumbing to these notions one can gain all of the benefits of participation.

Perceived Ability

Perceived ability was found to be the third highest contributor to commitment in the current study. This is significant in that it provides further reason for this construct to be seriously considered as an extension of the Sport Commitment Model. With the themes of “success / accomplishments” and “self perception / expectations” emerging from the data it seems that with an increase in skill there is an increase in confidence and perception. Therefore, when one has successes personally such as an increase in skill, it leads to a better self perception and increase in skill which then gives that participant the

motivation to continue being involved. This notion was put forth by Harter (1978) with his competence motivation theory. This theory posits that the more competent an individual feels with regards to a specific activity, the more their interest will be sustained and the more likely they will persist in the activity. Therefore, with regards to the current study, since the participants are experiencing an increase in skill and competence and this is peaking their interest in the sport, this is making them want to continue within the sport.

This progression has also been shown by Weiss (2000) who suggested that skill improvement is related to an increased perceived competence and is one of the best approaches in increasing self esteem and enjoyment in physical activity for individuals without disabilities. Although Weiss' study was conducted with individuals without disabilities, the same principles apply to athletes with disabilities as the current study found that with improvement and personal successes along came the stated increased competence, self esteem and enjoyment. Choosakul et. al (2009) can attest to this as they found in their study on the sport commitment of the Thai youth athletic population, that perceived ability has a direct correlation with sport enjoyment.

In addition, the findings of this study mirrored the findings of Blinde and Taub's (1999) study of personal empowerment and sport from the perspective of male college students with physical and sensory disabilities. Blinde and Taub found that participation in sport for individuals with disabilities had a large effect on self confidence and self esteem. It was found that participants not only gained confidence in their sport participation through engagement but also an increase in confidence in areas outside of sport was also seen, which was also seen in the current study. Also, as a result of an

increase in confidence, an awareness of potential was also seen (Blinde & Taub). Rather than accept the assumed boundaries and limitations of a disability, participants often mentioned how engagement resulted in a redefinition of their abilities and aspirations (Blinde & Taub). The current study showed this as multiple players stated how they have progressed so much from what they thought they were able to do and this has lead them to keep thinking about the future. Therefore, perceived ability not only takes into account how an individual sees his or her talent and skill level, but it also lends itself to a number of other, very important, areas of life.

Also, in a study on the how recreational pursuits can enhance the self of an individual with a physical disability, it was found that engagement impacted four major areas: experiencing the body in new ways, enhancing perceptions of physical attributes, redefining physical capabilities and increasing perceived confidence (Blinde & McClung, 1997). This directly relates to the thought of perceived ability because as one participates and become better in a given sport in terms of abilities they are experiencing their body in new ways which alters their bodily perception and by this redefinition of skills it increases their confidence, which is what the participants in this study indicated.

The current study has shown that for individuals with disabilities, involvement in sport leads to one acquiring more abilities on and off the court. The sense of an increased self confidence, self esteem and increased empowerment only go to help an individual with a disability navigate through an adapted life as there are many barriers as well as negative stereotypes and stigmas associated with persons with disabilities. In addition, gaining personal skills and increasing self competence, whether it be on court performance or off court life, help individuals with disabilities maximize their freedom

and their life choices (Caldwell & Gilbert, 1990). Essentially, the higher someone sees themselves the more confidence they will receive and the more empowered they will become, not only in recreational pursuits but in life overall.

Social Support

Social support has traditionally been a construct to positively contribute to sport commitment (Carpenter & Coleman, 1998; Carpenter, 2001; Choosakul et al., 2009) and the current study was no different in that social support was the second highest construct that positively contributed to commitment. Although this study has matched traditional findings as it did find social support to highly contribute to sport commitment, the interesting result that was found was that social support can be a detractor of sport commitment. Coaches and coaching styles were the primary culprit of this by providing various degrees of encouragement and support for the various point levels that players had been assigned by the classification system. The notions of “babying” and “too much encouragement for not really doing anything” as John said, was seen by several players to be demeaning which caused them to not feel positive social support.

Coaches and coaching styles as a negative factor for athletes is not a new concept as multiple studies have found coaches to be a significant stressor for athletes in competition (Scanlan, Stein, & Rivizza, 1991; Gould, Jackson, & Finch, 1993). Some of the reasons for coaches as a negative factor in these studies were personality and coaching style. However, this also applies in adaptive sport as well but possibly for another reason. Block, Griebenaaw, & Brodeur (2004) noted that it is not unusual for coaches to stereotype individuals with disabilities which may lead to coaches to act in inequitable ways towards individuals with disabilities. In the case of physical activity,

Duncan (2001) notes that the real and largest problem is not in the physical realm but actually the social. Building off of acting inequitably towards individuals with disabilities, it is the way that people with able bodies view persons with disabilities and the engraining of these views that Duncan describes as “the genuine handicap”. It is these views that then lead to unequal treatment of players such as the different treatment based on classification system scores that was seen in this study.

However, once a coach has time to work with their players with disabilities these stereotypes can be replaced by an appreciation of the individual’s unique abilities and strengths (Block et al., 2004). Although, coaching was seen as a major negative contributor to social support, it was also seen as a large positive contributor as well, as coaches were noted to be the main source of social support. This spilt of negative and positive contributions of coaches’ shows that while players enjoy the relationship and support that their coach provides them, there are instances that affect these relationships in a negative way.

Despite the negative aspect of social support, it contributed positively as participation provided players with the chance to meet new sport friends as well as other people with disabilities or as Matt said “people in the same situation” as well as it provided these individuals with a positive atmosphere in which to be a part of. This has been found to be a very important aspect of active leisure for individuals with disabilities. In a study on active recreation and its relation to coping, Iwasaki et al. (2006) found that active recreation provided an opportunity for gaining high valued social meaning due to the fact that socialization can take place with friends among the same circumstances where disability is not an issue. This portion of the findings for social support keeps with

the findings of previous studies recognizing social support as a positive contributor of sport commitment (Carpenter & Coleman, 1998; Carpenter, 2001; Weiss & Weiss, 2003; Weiss & Weiss, 2006; Weiss & Weiss, 2007; Choosakul et al., 2009). Social support and having the chance to meet and build relationships with sport friends is said to be one of the key factors in making a life of meaning for people with physical disabilities (Specht, King, Brown, & Foris, 2002). One of the best avenues to obtain this chance is through the use of recreational activities.

Inclusion of Two Constructs

The two constructs of perceived ability and social support were additions to the current study due to their uncertain and inconsistent status in the sport commitment literature. These constructs have been studied within the context of sport commitment with most studies making claims that they should be added into the Sport Commitment Model and the current study is no different. The findings of this study show that for adaptive sport, perceived ability and social support are very pertinent factors in trying to understand the factors as to why people with physical disabilities commit to sport. As the second and third highest contributors behind sport enjoyment, these constructs serve to advance the knowledge and thinking about why an individual is committed to sport. The details behind commitment that these two constructs can offer are vast indeed and was, in part, demonstrated through the current study. By working to explain various internal and external factors and segments that these two constructs bring to the area of sport commitment, the knowledge base of this concept can only be expanded. This study provides additional evidence to warrant the inclusion of these two constructs, as not only were they found to be important positive contributors to sport commitment but also significant positive contributors to the lives of the participants.

Overlaps

As one reads the results of this study you will find overlaps between various constructs in terms of the themes that they produced. The three themes that overlap several constructs are: being active and exercise (these overlap sport enjoyment and involvement opportunities), accomplishments and success (this theme overlaps in sport enjoyment and perceived ability), and lastly positive atmosphere (this theme overlaps in sport enjoyment and social support).

The most consistent aspect here is that all themes overlap with sport enjoyment. Historically, and in the current study, sport enjoyment is the number one contributor to sport commitment. It seems as though this construct is so strong that it in fact bleeds into other constructs as well, as is the case here. With the current study several aspects that participants discussed in relation to other constructs were found to be enjoyable and this made it then become a part of sport enjoyment as well. Although sport enjoyment is a viable construct in the SCM it does seem to have adverse effects while trying to take a qualitative approach with the SCM. For example, positive feelings are such a large part of why an individual takes part in an activity of their choosing, that unless you are very unsatisfied with your activity, which is a conundrum if you were to be committed, the majority of aspects would in some form or another lead back to enjoyment. This is due to the in depth discussion and analysis that qualitative studies take. However, quantitative studies are very concrete in the questions that they ask and because of their makeup do not leave room for open ended interpretation of in depth analysis and may not find this type of overlap. Regardless, sport enjoyment is a large part of commitment and will continue to be so.

In regards to the overlap between the themes of being active and exercise, although they encounter the same surface elements of being physically active, beneath the surface they are structurally different and this is what sets them apart. Being active is a part of sport enjoyment as it was described more for the fun, positive experience rather than the physiological benefits like losing weight and staying in shape that was described for the exercise theme in involvement opportunities.

Accomplishments and success was a sub theme that transcended two constructs. This theme seems to be expressed similarly in both constructs, however, in sport enjoyment it is described more in terms of the emotions that one gets from winning games and doing well in practice. On the other hand, this theme was described more in terms of personal skill development in successes and accomplishment that come along with that such as being able to consistently make shots. Although one can make an argument that one would enjoy success in improving and this would then relate to sport enjoyment, I believe that this theme does have merit in both constructs as per the separate definitions of each.

Lastly, positive atmosphere is seen in two different constructs as well. Unlike the previous two pairs of themes, this theme is described very similarly in both sport enjoyment and social support. In both it is described in terms of the inclusive atmosphere that the sport has and how this is very positive in the eyes of the participants. Also, it is described in terms of the positive emotions that one gains from being a part of a positive atmosphere. This theme works well under both constructs and works to define them, but ultimately it sits more predominately under sport enjoyment due to the emotional responses that one feels from engaging in a positive atmosphere.

As a result of in depth discussion and the analysis that took place, overlaps were found in some instances. This leads me to believe that the roots of many constructs are actually embedded in enjoyment and will often lead back to the enjoyment construct. The pairs given in this section were all contributors to their various constructs but all lead back to enjoyment.

Implications of Study

The implications of this study are three fold. The findings can help advance theory, research and practice itself. This study dealt with adaptive sport, an area that has yet to be studied using the SCM. Whenever undertaking a new avenue of research it will most likely lend itself to further the knowledge base of what it is trying to expand on and that is what this study has tried to accomplish. In terms of theory and research, this study blended the world of adaptive sport and the SCM, therefore expanding what is known about commitment and adaptive sport. Since this study is one of the first of its kind, this can be seen as somewhat of a starting point for other researchers to acknowledge and hopefully continue. In addition, the findings related to perceived ability and social support show that they are viable constructs that should continue to be researched and added to the SCM, especially in the context of recreational sport and particularly with adaptive sport.

Also, it may be of value to create a construct of “health” to investigate in addition to the constructs of the SCM when dealing with individuals with disabilities. This would be interesting as individual’s health is a large factor in a host of physiological elements from how hard a player can perform, to the duration of performance, to regularity of

performance. Health is a top priority of these players and it would be worth investigating how health either contributes to, or hinders, commitment to a sport. For example, if an individual's health progressed as a result of being involved in recreation would this lead to continued involvement? Or, if an individual's disability receded would this cause them to discontinue involvement? Being mindful of health is a constant reality for individuals with physical disabilities and this could have a large impact on commitment and level of involvement for these players.

In terms of practice, recreation and leisure providers, whether it is in the streams of therapeutic recreation, community recreation or outdoor recreation, can take note of the findings of this study. This study has many implications for practitioners who are interested in helping individuals with physical disabilities have more successful physical activity experiences. This study outlines some of the main factors that individuals with physical disabilities look for, as well as positively relate to, in terms of engagement within physical activity. If practitioners can take the results of this study and implement them into their current programs while keeping in mind the individuality of their clients, it may create not only persistence within their programs but also a more positive atmosphere.

Another area of practice and individuals that can take note of the findings of this study is coaches and governing bodies of wheelchair basketball in Canada. Both of these entities have a strong impact on the game and it was seen through this study that this can be both positive and negative.

Coaches were seen as one of the main contributors to positive social support, however, they were also seen as a main contributor to negative social support as well. This was due to different coaching styles, remarks, and general interaction with players. This shows that a coach needs to be aware of his or her team's likes, dislikes as well as personal make up. Wheelchair basketball deals with a somewhat vulnerable population and a coach needs to be aware of how his team works and reacts both mentally and physically to all forms of coaching, criticism, and advice. This will ultimately create an atmosphere of inclusivity that will adhere to all individuals and will hopefully minimize the negative aspect of social support. Social support was one of the most positively contributing factors to sport commitment and if coaches were to heed this advice it would only serve to better the sport, both on a team and personal level for the players.

In addition, it was stated by a few of the participants within the study that the classification system somewhat degraded participants by being cast into various categories based on functional ability. Being referred to as a "lower level" player was even seen to be highly offensive in one case. As a result, I believe that it would be beneficial for the governing body of wheelchair basketball to reformulate the language associated with the various levels of classification and change the numbering system of the classifications to more positively driven language. If this is done it may rid the system of an obvious hierarchy and contribute more to the notion of an inclusive and accepting game.

Suggestions for Future Research

In the interest of pushing the boundaries of the SCM, my primary suggestion for future research would be to challenge future colleagues to look at the effect that this model has on recovery and recovery rates following a traumatic experience that renders someone with a disability. In other words, how could this model and commitment in general help individuals with disabilities who are in recovery programs? Could their commitment to a certain rehabilitative program look different than commitment to a sport? Would their commitment be taken more seriously by the participant and how would this relate to the SCM? The SCM I believe has a few parallels to the concept of post traumatic growth.

Tedeschi and Calhoun (2004) coined the term posttraumatic growth (PTG), which refers to “positive psychological change experienced as a result of the struggle with highly challenging life circumstances” (p. 1). Tedeschi and Calhoun discuss five domains within which an individual can experience growth. These five domains of growth are: 1) an increased appreciation of life, 2) closer, more intimate and more meaningful relationships with other people, 3) a general sense of increased personal strength or the recognition of possessing personal strength, 4) identification of new possibilities in life or the possibility of taking a new and different path in life and finally, 5) growth in spirituality and existential matters. The SCM and the concept of PTG have several commonalities which are: (1) sport enjoyment (SCM) and an increased appreciation for life (PTG), (2) social support (SCM) and creating closer and more meaningful relationships (PTG), and (3) involvement opportunities (SCM) and identifying new possibilities in life or taking new and different paths in life (PTG).

Combined, these concepts can provide an understanding of one's commitment as well as their sense of how committed participation within a given rehabilitative program or sport has helped them heal or "grow" post trauma. By studying these two concepts in unison, it will explore the role that recreational activities play in individual's lives post injury.

Also, there seems to be a very inductive nature to this type of study. This leads me to believe that it would be beneficial to partake in a study of this nature without utilizing the specific constructs of the SCM as well as a deductive framework. If a study like this were undertaken, there could be more focus on specific areas that the participants would like to discuss rather than lumping discussions under the various construct umbrellas. This would allow for more inductive, in depth discussions and analysis on a few specific topics rather than a number of topics that could make a study large, cumbersome and solely based around the constructs of the model. As a result of the large deductive nature of this study, participant's insider perspectives were not given as much consideration as they could have been, due to the guiding structure of the SCM and deductive analysis. If a study were to take an entirely inductive approach, these perspectives would be better represented.

In addition, the Scanlan Collaborative Interview Method that was employed within this study proved to be a great interview tool, in that it was a well structured and easy to implement method and that it aligned well with the interpretivist research method. This was an interview method that worked to extract thoughts and meanings from individual's lives and combine those thoughts and meanings to a predetermined model. This was done through a collaborative effort of both the player and the researcher, who in

partnership captured the player's personal picture of commitment on a collaborative interview board. This shows that the intention of the interpretivist method was well represented within this interview method. However, it did have one problem that the researcher noticed. During the transition from player derived sources of commitment to construct derived sources of commitment, the definition for each sport commitment construct was given. It was found that in a few cases, specifically involvement opportunities, players were not fully aware of all the elements that were offered from that construct. In the future, researchers should be more descriptive and thorough while offering these definitions and possibly include scenarios or examples in order to give the participant a more holistic impression of the construct.

Despite this, this interview method should be employed more often as it could serve as a great qualitative tool in many instances. This may also be a great tool to use in disability studies as well, as it may provide, with modifications, a way for individuals with various forms of disabilities an outlet in which their voices can be heard without having to specifically talk.

Future researchers should look at other adaptive sports such as wheelchair tennis, rugby, sledge hockey and other sports in order to verify the SCM constructs within the adaptive sport realm. This would allow for a cross-sport comparison and allow for a multi platform evaluation of the SCM constructs in adaptive sport. It would also be beneficial to look at team versus individual sports versus team sports as well, as this would provide interesting data regarding the "atmosphere" that team sport created for a number of participants in the current study.

Conclusion

This study set out to find what the underlying factors for continued participation for individuals with physical disabilities in wheelchair basketball were. Through the use of collaborative interviews as well as the creation of collaborative boards as commitment “pictures”, it was found that sport enjoyment, social support, perceived ability and to some extent involvement opportunities were the main factors in commitment for this population. These findings demonstrate the need for further commitment research to be done in the adaptive sporting realm, as well as, they provide more evidence supporting the addition of social support and perceived ability to the SCM. In addition to research advancement, the findings could also have a large implication for the therapeutic recreation profession.

Sport and physical activity are some of the most enjoyable and beneficial recreational pursuits, despite an individual having a disability or being able bodied. Enjoyment in sport comes from a lot more than physical capability; it is the atmosphere that we create and the encouragement that we give that leads to the true essence of sport. By creating this atmosphere and providing that encouragement, one may strive to be committed and in turn will realize the true importance and benefit of involvement.

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Appendix A

Interview Schedule (Scanlan et al., 2003)

Section I. Beginning the Interview

Introductory comments and informed consent

Background questions to initiate descriptive conversation

Section II. Commitment to the Specific Team

Creating a team focus

Strengthening the collaborative partnership

Defining commitment to the specific team

Section III. Player-derived Sources of Commitment

Orienting instructions

Open-ended questions and probes of personal commitment sources

Detailing the relationship of each source to commitment

Final elaboration probes for player-derived sources

Section IV. Construct-derived Sources of Commitment

Orienting instructions

Lead-up questions

Direct test of Model constructs

Section V. Interview Conclusion

Section VI. Evaluation and Summary of the Interview

Collaborative interview outline.

Section I. Beginning the Interview

Considerable effort expended early in the interview establishes the right ambience, engages the player, and develops a collaborative partnership. Elaboration of the interview purpose and procedures, including an explanation of how the player and interviewer work side by side to elicit the player's personal commitment picture, takes place during this time. This process begins by briefing the player on the purpose of the project and on the principles of informed consent, which emphasizes the voluntary nature of the participation and the guarantee of confidentiality and anonymity. The background questions, shown below, serve methodological as well as informational functions:

- How old were you when you began playing basketball?
- What got you into playing basketball to begin with?
- Do you or did you have a basketball hero(es)?
- Who was he/she and what made him/her a hero to you?
- What is the most important thing that has kept you playing all these years?
- What do you find most enjoyable about playing basketball?

- How long have you been playing for your team?

Methodologically, they facilitate rapport and descriptive conversation, and they allow a check on the player's response consistency because some of the data obtained here will be repeated in other sections of the interview. Furthermore, the last question begins to transition the player from thinking about his general basketball participation at younger ages and lower competitive levels, to focusing directly on his/her team experience. This bounding process (Scanlan, Ravizza, & Stein, 1989) keeps the commitment discussion centered on the recreational Niagara Penguin level of participation and continues in the next section.

Section II. Commitment to the Niagara Penguins

This section achieves several outcomes critical to the overall success of the interview. First, it continues the bounding process begun by the last question of the previous section to focus on the player's commitment to their team. Second, it continues the creation of a productive ambience and further develops the player and interviewer partnership. Third, it enables agreement on a precise definition of team commitment. A productive ambience plays a central role in the SCIM, and very direct steps are taken to interest and engage the players. Complete disclosure of each step of the interview allows everyone to know exactly what will be done in advance and eliminates any sense of deception. The centrality of the commitment construct to the players also results in highly motivated players who work hard to understand their own commitment. The bond between player and interviewer enhances both the meaningfulness of the experience for the player and the quality of the data for the researcher. The partners next agree on a

precise definition of commitment. The player responds to the proposed definition presented on a card, and discussion leads to an agreement on the meaning of commitment.

Bounding commitment and establishing a partnership

It's clear that you have made a long-term commitment to basketball and have achieved an appropriate level of your sport. By playing for your team, you have now made another level of commitment. It is this commitment to playing for your team, and the things that create it for you, that we want both you and us to better understand, today. Here is why we expect that you will reach a better understanding of your own commitment. Through our discussion, we will work together to develop, and lay out on this board, your own personal picture of what creates your commitment to playing for your team.

We will do this in 3 steps:

1. I will define commitment for you so that we make sure we are talking about the same thing.
2. Next, I will ask you to discuss your sources of this commitment. I will help guide you through this discussion to reach as full an understanding of these sources as possible.
3. Finally, I will show you some sources of commitment that some top players have identified for themselves. You will get a chance to evaluate these to see if any of them should be added to your own picture of commitment. So when we have finished, we

should have a very complete picture of what makes you committed to playing for your team.

Do you have questions about where we are going with this interview—its general flow?

As you can see, there really can't be any right or wrong answers here, because we're talking about your own picture of commitment. Again, let me stress that your comments will remain confidential and anonymous. We ask only that you talk about what you really think and feel so that the picture here will be accurate and complete. If you feel uncomfortable doing this at any time during the interview, please just tell us and we will go on to the next thing.

Definition of commitment

By commitment to your team we mean "Your desire and determination to keep playing for the Niagara Penguins".

Do you have any questions about what we mean by commitment?

Does this definition make sense to you?

Is there anything you would like to add to this definition?

Orienting instructions for player-derived sources of commitment

In discussing your sources of commitment, please keep two important things in mind:

First, please feel free to draw on any aspect of your playing experience in identifying the causes of your commitment. You do not need to limit yourself only to competitions. Your sources of commitment could come from things or people both on and off the court. For

example, your sources could come from training and practices, games and tests, relationships and interactions with people (such as your family, teammates, coach, the public), or from any other important part of your experience as a member of your team. So when you are thinking about what your sources of commitment are—think big. Draw on your total experience as a member of your team. The second point to keep in mind as we discuss the sources of your commitment is that there are two general types of sources that can operate at any given time: Those that strengthen your commitment. Those that lessen your commitment (chip away at it). So in discussing the causes of your commitment, please consider both kinds.

Player-derived sources of commitment

Thinking about your total team experience and things that can strengthen or lessen your commitment:

What are the sources of your commitment to continue playing?

What creates or lessens your desire and determination to keep playing?

[Probes]

What other sources of commitment do you have?

What (or who) else creates this commitment in you?

Do you have any other sources of commitment? Remember, you can add sources at any time during the interview.

Effect of each player-derived source on commitment

Questions for each source:

Does (Source) strengthen or lessen your desire and determination to keep playing for your team? Or does it do both?

How does (Source) (strengthen and/or lessen) your commitment to your team?

[Probe]

Are there any other ways in which (Source) strengthens (and/or lessens) your commitment?

Researcher clarifies the definition and the card is placed on the right side of the collaborative interview board for reference throughout the interview.

Section III. Player-derived Sources of Commitment

Section III centers on Model testing and expansion by eliciting the player's own (player-derived) sources of commitment. The section begins with orienting instructions, followed by player identification of commitment sources, and finally with confirmation that all sources have been identified. Two orienting instructions are given to direct the player to the big picture when identifying his/her sources of commitment. Instructions ask the player to draw on his/her entire team experience to identify pertinent sources of his/her commitment. This avoids a competition-only orientation and captures the multivariate nature of commitment. Further, he/she is asked to consider sources that lessen as well as those that strengthen his commitment. The collaboration now intensifies as the interviewer works with the player to develop his personal commitment picture. The

player identifies his sources of commitment while the interviewer takes notes. A review of the notes and an interaction with the player results in player-articulated descriptions of his commitment sources. As each commitment source is specified, the associate writes it in the player's own words on a whiteboard. Ensuring that all player-derived sources have been accommodated requires effort on the part of both the player and the interviewer. In some interviews, clearly presented and delineated sources emerge quickly, while in others they are jumbled and must be conceptually disentangled. Through this clarifying process emerge the player-derived sources of commitment. This process characteristically requires intense thought and discussion and usually takes 15 minutes to an hour to complete. The interview now determines whether each of the player's sources has a positive effect on his commitment, a negative effect, or both, and probes the ways in which each source acts to affect that commitment. This questioning establishes the functional relationship between each player-derived source and his commitment, and usually reveals the underlying mechanisms at work. After completing the thorough discussion of all player-derived sources of commitment, the interviewer asks a final elaboration probe to see if any other sources should be added to the board. If so, a repetition of the just-completed portion of the interview occurs. Instructions to the player emphasize that additional sources may be added at any time during the interview.

Section IV. Construct-derived Sources of Commitment

Section IV provides a direct test of each current source of commitment in the SCM plus the new candidate sources Perceived Ability and Social Support. Acceptance of a Model construct leads to discussion of the relationship between the construct and commitment similar to the one just described. The construct presentation order was

randomized to minimize any order effects. Instructions minimize the social desirability of including or excluding any individual construct in two ways. First, they reinforce that “there are no right or wrong answers” because it is the player’s own personal picture of commitment. Second, instructions note that some people respond in one manner and some in another. This further encourages players to keep or discard a construct consistent with their personal commitment picture.

Instructions for construct-derived sources of commitment

So what is developing here is your own, individual picture of commitment. Unprompted, you have identified these [point to board] as the causes of your commitment to keep playing for your team. To complete your picture, I will now present some additional items that some athletes in the past have identified as sources of their own commitment. Some athletes think all of these are causes of their commitment, some think none of these are sources, and some athletes think some items are and some items are not sources of their commitment. So again, there are no right or wrong answers here. We just want to get your evaluation of whether any of these items are sources of your commitment. To do so, we will: Define each item. Ask you some questions about it to see what it means to you. Then ask you to evaluate whether it is important enough to include in your own picture of commitment. It is possible that you might have already mentioned some of these items. If so, just say so. We will be on the lookout for this, too. Again, please think about all aspects of your team experience as you discuss these items.

Do you have any questions about what we will be doing?

Lead-up questions specific to each SCM construct

Sport enjoyment: Considering everything, things both on and off the field: How much do you enjoy playing for your team?

How have you changed as a person both physically and emotionally since you have begun playing?

How has your appreciation for the sport and life in general changed since you've started playing?

Has your participation contributed to an overall greater sense of happiness? How?

Valuable opportunities: What valuable opportunities do you have like these, any? Do you have any that have presented themselves to you outside of the sport?

Other priorities in your life: Do you have other priorities in your life? What other priorities in your life do you have? What choices have you made about this priority (these priorities) and playing for your team?

Investing personal resources: What have you invested that you can't recover if you leave the squad?

Feeling obligated: Do you feel a sense of obligation to keep playing for your team because of the expectations of other people? Whose expectations are most important to you? What expectations do these people have?

Perceived Ability: Tell me how you feel about your own ability compared to your teammates.

Feeling encouraged and supported: Do you feel encouragement and support from other people for playing? Whose encouragement and support are most important to you? How do these people encourage and support your playing?

Construct-derived sources of commitment

Questions testing the Sport Commitment Model (SCM) constructs.

How does your (SCM construct) relate to your commitment? Does it strengthen commitment, lessen commitment, have no effect, or is it already on the board?[No effect, drop from board]

Is your (SCM construct) an important enough cause of your commitment to be included in your personal commitment picture? Yes or No. [If No, drop from board]

For each construct, the interviewer presents a typed card containing the lay language definition from Table 1. A thorough discussion follows to ensure that the player understands the definition. Lead-up questions tailored for each construct further focus the player and provide additional information for interpreting the results. Following the construct definition and lead-up questions, the interviewer poses two Model-testing questions common to all constructs. Both questions are a version of Q-sort methodology in that the player decides to retain the construct as part of his commitment picture, or discard it as not fitting into his framework. These two questions give the player two chances to reject the Model construct. The first question examines the functional relationship between the construct and commitment. If the player says the model component is not related to his/her commitment, the construct card is removed. If the source remains on the board, the second question asks if the player considers it an

important enough cause of his commitment to be included in his personal commitment picture. If not, the card is removed from the board. But if the player chooses to include the construct, the card remains on the board and adds to his personal commitment picture. If the construct is already included, then the link is drawn between the player-derived and construct-derived sources. Subtle forces are at work in this direct test of Model constructs. First, the player evaluates each in light of his own picture of commitment, deciding whether to incorporate it or not. Second, when appropriate, he draws links between his player-derived and our construct-derived sources. These two processes work to further infuse the player's construction of reality into the core of the SCM. The same procedure can be applied to test any other theory addressing issues that are meaningful to the participants.

Section V. Interview Conclusion

The interview ends by reviewing the player's commitment picture, reinforcing the partnership, thanking the player, providing the opportunity for him to evaluate the commitment construct and the interview, and asking questions that generally taper off the intensity of the interview. Actively using the board, the interviewer comprehensively summarizes the player's commitment picture and asks for confirmation or correction of any discrepancies. This effectively incorporates member checking directly into the interview itself. Any change leads to a thorough exploration including, if necessary, the use of probes from the player-derived and construct-derived commitment source sections of the interview.

Section VI. Evaluation and Summary of the Interview

After the player leaves the interview room, the associate records the commitment picture and each member of the research team writes an independent appraisal of the interview. These write-ups include issues such as general impressions and evaluation of the interview, comments on the player's involvement, the interviewer's consistency and interaction, any problems or anomalies encountered, insights gained, and anything else that would help put the interview in perspective. The research team then discusses these written comments at the first opportunity and records any further relevant points. One of these discussions, along with other strong corroborative evidence of disingenuousness, led to the conclusion that one player's interview should be omitted from the data analysis.

Appendix B

Sport Enjoyment N=8

Has Sport Enjoyment 100% (8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	62.5% (5)	37.5% (3)	100% (8)	0% (0)	0% (0)
	Confirmed 100% (5 of 5)				

Sport Enjoyment Summary				
Has Sport Enjoyment 100% (8)	Board #	P.D.S Quote	Board # of C.D.S	Confirmed Board #'s
	3	“Just like to play”	1 2	3
	4	“fun/enjoyment”	6	4
	5	“fun”		5
	7	“joy”		7
	8	“competition”		8

Involvement Opportunities N=8					
Have Involvement Opportunities 100% (8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	100% (8)	0% (0)	100% (8)	0% (0)	0% (0)
	Confirmed 37.5% (3 of 8)				

Involvement Opportunities Summary				
Has Involvement Opportunities 100% (8)	Board #	P.D.S Quote	Board # of C.D.S	Confirmed Board #'s
	1	“social benefits”		3
	2	“be active”		6
	3	“being a part of a team”		8
	4	“being active”		
	5	“Continued learning”		
	6	“teaching/coaching”		
	7	“being physically active”		
	8	“giving back”		

Involvement Alternatives N=8					
Has Involvement Alternatives 75% (6)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	66.6% (4)	33.3% (2)	16.6% (1)	50% (3)	33.3% (2)
	Confirmed 75% (3 of 4)				

Involvement Alternatives Summary				
Has Involvement Opportunities 75% (6)	Board #	P.D.S Quote	Board # of C.D.S	Confirmed Board #'s
	4	"Health"	1	4 7 8
	6	"teaching/coaching"	5	
	7	"work/competing priorities"		
	8	"fitness/stay in shape"		

Personal Investments N=8

Has Personal Investments 87.5% (7)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	85.7% (6)	16.6% (1)	57.1% (4)	0% (0)	42.9% (3)
	Confirmed 42.9% (3 of 7)				

Personal Investments Summary				
Has Personal Investments 87.5% (7)	Board #	P.D.S Quote	Board # of C.D.S	Confirmed Board #'s
	1	“Keeping the team going”	5	1
	2	“Keeping the team going”		2
	3	“Role/founding member”		4
	4	“Sense of accomplishment self/team”		
	7	“Ambition”		
	8	“Practice”		

Social Constraints N=8

Has Social Constraints 75% (6)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	100% (6)	0% (0)	50% (3)	0% (0)	50% (3)
	Confirmed 50% (3 of 6)				

Social Constraints Summary				
Has Social Constraints 75% (6)	Board #	P.D.S Quote	Board # of C.D.S	Confirmed Board #'s
	1	“Keeping the team going”		1
	2	“Keeping the team going/expansion”		5
	3	“Role/founding member”		8
	5	“Expectations of teammates”		
	7	“Point level”		
	8	“Teammates/coaches expectations”		

Perceived Ability N=8

Has Perceived Ability 100% (8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	50% (4)	50% (4)	50% (4)	25% (2)	25% (2)
	Confirmed 100% (4 of 4)				

Perceived Ability Summary				
Has Perceived Ability 100% (8)	Board #	P.D.S Quote	Board # of C.D.S	Confirmed Board #'s
	2	“Increase in skill”	1	2 3 4 5
	3	“Sense of accomplishment, personally/team”	6	
	4	“Sense of achievement, self/team”	7	
	5	“Skill level”	8	

Social Support N=8

Has Social Support 100% (8)	Derivation of Commitment Effect		Direction of Commitment Effect		
	Player	Construct	Strengthen	Lessen	None
	62.5% (5)	37.5% (3)	75% (6)	12.5% (1)	12.5% (1)
	Confirmed 100% (5 of 5)				

Social Support Summary				
Has Social Support	Board #	P.D.S Quote	Board # of C.D.S	Confirmed Board #'s
	1	“Social benefits”	5	1 2 3 4 7
	2	“Social networks”	6	
	3	“Being part of a team”	8	
	4	“Social support”		
	7	“Social atmosphere”		